DOCUMENT RESUME

ED 235 291 UD 023 144

AUTHOR	Saul, Fran C.; Paris, Jalie
TITLE	Physical Education Curriculum Guide. Second and Third Grades. 1977-78.
INSTITUTION	Duval County Schools, Jacksonville, Fla.
PUB DATE	78
NOTE	485p.; A publication of the Office of Curriculum Development.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF02/PC20 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Curriculum Guides; Grade 2; Grade 3; *Gymnastics; *Movement Education; *Perceptual Motor Learning; Physical Activities; *Physical Education; Primary Education; Resource Materials; Skill Development; *Swimming

ABSTRACT

This physical education curriculum guide was developed for use in grade 2 and grade 3 in the Duval County Public Schools, Jacksonville, Florida. A short discussion of administrative policies is followed by a suggested yearly program and a listing of essential skills. The greater part of the guide is devoted to sections on (1) movement education; (2) perceptual-motor development; (3) gymnastics, stunts, and tumbling; (4) relays; (5) swimming and water safety; (6) classroom and/or inclement weather activities; (7) rhythms; and (8) additional activities. For each of these sections, concepts, subconcepts, objectives, and activities are given. In the section on perceptual- motor development, instructions for screening for perceptual-motor problems are provided. The guide ends with information on making equipment, lists of films for classroom use, and a 46-item list of reference books. (CMG)

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SECOND GRADE
THIRD GRADE
GUIDE

PHYSICAL EDUCATION

CAD 023 144

DUVAL COUNTY PUBLIC SCHOOLS

JACKSONVILLE, FLORIDA

SECOND AND THIRD GRADES

PHYSICAL EDUCATION CURRICULUM GUIDE

1977-78

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** SPECIAL ACKNOWLEDGEMENT TO: **

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Dr. Betty Flinchum
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for their expertise, advice, and assistance in the preparation of this guide.

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ADMINISTRATIVE POLICIES

The following policies should be understood and observed for the most effective implementation of the physical education program.

1. Physical education should be treated as any other subject in the curriculum and a daily planned instruction period of at least thirty minutes, exclusive of lunch and recess periods, should be allocated for grades K-6.

2. In the interest of better instruction, physical education teachers should schedule only one class per period.

3. The classroom teacher is responsible for reporting in writing to the physical education teacher, a student who has a physical handicap. This report should be presented at the beginning of the year together with a statement from the student's doctor designating the type of activities that may safely be engaged in.

4. Students should not be excused from physical education without a note from his/her parent.

5. Students should not be deprived of a physical education period as method of punishment.

6. Physical education lesson plans should be prepared and given to classroom teachers in advance of the instructional period. Classroom teachers are asked to teach follow-up lessons if their class does not have physical education with the physical education teacher every day.

7. The physical education teacher should be consulted in planning and purchasing new equipment.

8. A uniform physical fitness program should be conducted county-wide at least once a year.

9. A physical education instructor should maintain the same working hours as classroom teachers.

10. All accidents occuring during physical education class should be reported to the teacher immediately. Severe accidents should be reported to the office and the appropriate accident form should be completed.

11. The following are suggestions for teaching and class organization.

    a. A class should be started with warm-up exercises prior to organized play. Squads may be used but different students should be given the opportunity to be squad leaders.

b. Teachers should be consistent with methods used in beginning class. This eliminates confusion and allows more time for instruction.

c. When giving directions, ask students to gather around the physical education teacher. The teacher then squats down to talk to them on their level and this also allows the teacher to talk in a normal tone. Classroom teachers should give instructions and directions for physical education activities in the classroom where a quiet atmosphere prevails. This procedure eliminates confusion outdoors and also allows more time for the actual activity.

d. Whenever possible demonstrate instead of using long explanations; the class needs to be active!

e. Equipment should be out of reach of students during explanations. During the class activity, each child should have a piece of equipment; this seems to eliminate some discipline problems.

f. Students should be given an opportunity to evaluate each lesson and offer suggestions for improving performance.

g. Essential skills should be incorporated in the daily physical education lesson plan. Use the checklist to check-off (✓) when a student can successfully complete a skill.

h. If the air pollutant index is in the unheathful zone (100-200), please plan less strenuous activities for that particular day. Children with respiratory ailments should not run or participate in strenuous exercises or activities.

SUGGESTED YEARLY PHYSICAL EDUCATION PROGRAM

September - Class organization
Movement Activities
Swimming and Water Safety
Exit-Level Skills - Walking, Skipping, Jumping, Directional Change

October - Movement Activities
Perceptual-Motor Activities
Exit-Level Skills - Balance Beam

November - Perceptual-Motor Activities
Kicking Activities
Exit-Level Skills - Run and Kick a ball; kick a rolling ball.

January - Movement and Perceptual-Motor
Emphasis - Jump Rope Activities
Exit-Level Skills - Individual Jump rope; Jumping rope turned by others.

February - Rhythmic Activities
Exit-Level Skills - Marching, Skipping, Clapping to music.

March - Gymnastics, Stunts and Tumbling
Physical Fitness
Exit-Level Skills - Six Modified Push-ups; Forward Roll.

April - Playday Activities
Track and Field - Running, Jumping Low Hurdles (Cones), Throwing
Exit-Level Skills - Review

May - Striking - Throwing, Ball Handling Activities
Water Safety and Swimming
Exit-Level Skills - Review

PLUS

Jump Rope
Beanbags
Classroom Games
Ball Handling Skills
Kicking and Striking Skills
Throwing and Catching Skills
Tube Tumbling
Management Skills
Cargo Net
Cage Ball Games
Hoop Activities
Parachute
Gym Scooters
Balance Apparatus
PMD
Horizontal Ladder
Obstacle Course

ESSENTIAL SKILLS

The list of skills on the following pages have been developed for students in the second and third grades. The objective, of course, is successful completion of each of these skills by each student during the school year. Therefore, as teachers plan their weekly, monthly or yearly lesson plans, these skill preparations should be included in the activities. Activities, especially designed to accomplish these objectives, are in the various sections of this book.

A simple checklist is provided so that as a student accomplishes an objective, a check mark may be placed by his/her name. This evaluation also can assess the needs of the class as a whole. By looking at the number of students that accomplish each objective, the teacher can readily see what objectives should be worked on.

ESSENTIAL SKILL

GRADE II

PERCEPTUAL

1. Walk forward 8' on a balance beam or 4" chalk line and return.
2. Catch a bean bag thrown 2' above the head by self.
3. Demonstrate ability to sequence tasks: (a) pick up ball; (b) toss it up; (c) let it bounce; (d) catch it; (e) squat down.
4. Auditory Discrimination: Run at the sound of one whistle and stop at the sound of the second whistle.
5. From a distance of 8', toss a 6" utility ball through a hula-hoop 3' in diameter.

MOTOR

6. Execute a forward roll and come to one's feet.
7. Execute 8 modified push-ups (the student is in kneeling position).
8. To a partner who is standing 15' away, catch and throw and 8" ball 4 out of 6 times.
9. Bounce 8" ball continuously for one minute using right hand for 30 seconds and left hand for 30 seconds.
10. Hang from a pull-up bar for 6 seconds, using a pull-up grip (fingers pointing away from body) with arms extended.

MOVEMENT

11. Run in and jump a rope turned by two others, 2 times without missing and run out.
12. Run and jump over 5 obstacles (cones), spaced 5 yards apart, without touching or knocking the cone over.
13. Change directions, while walking or skipping in a circle, without touching another person.

14. Demonstrate the ability to walk/run 600 yards.

15. Run along a 15' line, dodge 1 or 2 objects placed on the line, and continue running.

16. Demonstrate 2 different warm-up exercises.

RHYTHM

17. Slide to 4/4 music 20 yards.

18. Gallop 20 yards to 2/4 music.

19. Skip in a circle and skip with a partner.

ELEMENTARY PHYSICAL EDUCATION ESSENTIAL SKILLS CHECKLIST

Grade 2

Recording Code:
✓ = successful
X = unsuccessful

Last name, First	1. Walk forward 8' on a balance beam	2. Catch a beanbag thrown 2' above head	3. Sequence Tasks: pick up ball, etc.	4. Auditory Discrimination	5. Toss a 6" utility ball through 3' hoop	6. Execute a foward roll	7. Execute 8 modified push-ups	8. Catch and throw an 8" ball 4 out of 6	9. Bounce 8" ball for one minute	10. Hang from a pull-up bar 6 seconds	11. Run in and jump rope and run out	12. Run and jump 5 obstacles (cones)	13. Change Directions in a circle	14. Walk/Run 600 yards	15. Run along a 15' line	16. Demonstrate 2 warm-up exercises	17. Slide to 4/4 music 20 yards	18. Gallop 20 yards to 2/4 music	19. Skip in a circle with a partner
1.																			
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ESSENTIAL SKILLS

GRADE III

MOVEMENT

1. Run the 40 yard dash.
2. Run in and jump a rope (turned by 2 other people) 10 times and run out without missing.
3. Identify directions by using a locomotor skill. Example: Walk forward, hop backward, slide left.
4. Dodge an 8" ball, thrown from 15 feet, 3 out of 5 times.
5. Run backwards 20 yards in a 3' lane.
6. Jump an individual rope 15 times without missing.
7. Demonstrate 3 different warm-up exercises.

MOTOR

8. Use the feet to stop a rolling 8" playground ball and kick it forward.
9. Execute a standing long jump (from a standing start, jump forward).
10. Execute 2 push-ups. (Back straight throughout execution)
11. With a partner, throw 4 times and catch 4 times a very soft softball.
12. With one hand, dribble a basketball 10 yards; return dribbling with the other hand.
13. Strike an underhand pitched 6" utility ball with a bat 2 out of 3 times.
14. Serve a volleyball using an underhand serve.
15. Execute a forward and backward roll.

PERCEPTUAL

16. Roll an 8" utility ball over a 12" plate from a distance of 15'.

17. From a 4' height, jump and land with proper balance.

18. On an 8' balance beam, walk to the center, kneel and rise without losing balance.

19. Outline 4 various shapes in the air with index finger. (Rectangle, Ice Cream Cone, etc.)

20. With eyes closed, touch 5 objects and verbally identify them (ball, eraser, etc.)

RHYTHMS

21. March in a circular pattern clapping hands to rhythmic beat or musical record.

22. Promenade with partner once around the circle.

23. With a partner, demonstrate a do-si-do.

24. With a partner, execute the Heel-Toe Polka.

ELEMENTARY PHYSICAL EDUCATION ESSENTIAL SKILLS CHECKLIST

Grade 3

Recording Code:
✓ = successful
X = unsuccessful

Last name, First

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.										
															1. Run the 40 yd. dash									
															2. Run in and jump rope 10 times									
															3. Identify Direction using locomotor skill									
															4. Dodge an 8" ball									
															5. Run backwards 20 yards in a 3' lane									
															6. Jump an individual rope 15 times									
															7. Demonstrate 3 warm-up exercises									
															8. Stop a rolling 8" playground ball									
															9. Execute a standing long jump									
															10. Execute 2 push-ups									
															11. Throw and catch softball 4 times									
															12. Dribble a basketball 4 times									
															13. Strike an underhand pitched 6" ball									
															14. Serve a Volleyball underhand									
															15. Execute a forward and backward roll									
															16. Roll an 8" ball									
															17. Jump and land 4'									
															18. Walk 8' balance beam keeping balance									
															19. Outline 4 shapes									
															20. Identify 5 objects									
															21. March in a circular pattern to beat									
															22. Promendate with partner									
															23. Demonstrate do-si-do									
															24. Execute the Heel-Toe Polka									

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: EXERCISES

OBJECTIVE: THE STUDENT WILL BE ABLE TO EXECUTE A VARIETY OF WARM-UP EXERCISES.

ACTIVITIES	ACTIVITIES
SIT-UPS: Children lie on their backs with arms stretched overhead, knees bent. Arms are brought forward, raising the body from the floor. WOOD CHOPPER: Children bend forward and bounce upper body loosly while pretending to chop a log. Legs remain stiff while in a stride position. BICYCLE: Children lie on backs with feet in the air. One leg is kept in the air, while the other is lowered toward the chest. Knees are bent when lowering. Alternate legs. BEND AND STRETCH: Children stand with arms raised overhead. They then bend and touch their toes. Straighten and stretch up. MODIFIED PUSH-UPS: Children are on their knees, hands on the floor about shoulder distance apart. Body is straight as it is lowered to within a few inches of the floor and then pushed upward. RUNNING IN PLACE: Run in place, lift knees high, touch the knees with the hands. MOUNTAIN CLIMBERS: Place hands on ground, similar to running in place, it is done by alternately flexing one leg while extending the other.	COFFEE GRINDER: Body weight supported by straigh right arm. Left leg slightly flexed and in front of the right leg. Walk a circle with the right arm as a pivot. After two circles use the left arm as pivot arm. SQUAT THRUST: Stand erect on 1) squat hands on floor on 2) shoot legs backwards - body straight, on 3) return to squat position on 4) stand up straight. POGO STICK: Jump 10 times on left foot and 10 times on right foot, then 10 times on both feet. HEAD ROLL: Children slowly rotate their heads forward, right, back, left and repeat action several times. JUMPING JACKS: From attention position, feet together, arms at sides, student jumps to stride position and simultaneously claps hands overhead. Return to starting position. It is important to maintain a consistent rhythm by counting or using music. SUGGESTIONS: Ask students to execute only the hand portion of this exercise; then only the foot part. When these are mastered, then ask

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: EXERCISES

OBJECTIVE: THE STUDENT WILL BE ABLE TO EXECUTE A VARIETY OF WARM-UP EXERCISES.

ACTIVITIES	
students to slowly try to combine the two parts. TRUNK BEND: Children stand, feet in stride position, arms overhead, and bend as far as possible forward, right, backward, left and repeat action several times. WING STRETCHER: Children raise their elbows to the side to about shoulder level, and force elbows backward slowly and return to original position. ARM CIRCLES: Children extend arms sideward at shoulder level. They rotate their arms backward, forward, palms up and palms down. Vary speed and size of circles. BEAR HUG: Take a long step diagonally right, keeping the left foot anchored in place; hold the right leg around the thigh by encircling it with both arms. Squeeze and stretch. CRAB KICK: Take a crab position. The body is supported on hands and feet with the back to the floor. Kick the right leg up and down. (Counts 1 and 2) Repeat with the left leg (Counts 3 and 4).	WINDMILL: The feet should be shoulder width apart, arms extended sideward with palms down. Bend and twist at the trunk, bringing the right hand down to the left toe. Return to the starting position, and begin by bringing the left hand to the right toe. STOOP AND STRETCH: Stand with the heels against a line and feet about shoulder width apart. Keeping the knees straight, reach between the legs with finger tips touching as far back as possible.

MOEVMENT EDUCATION

Much of a child's learning takes place while exploring and controlling his/her own movement abilities, through discovering how to manage himself/herself in relation to his/her environment, and in finding ways of manipulating the environment to meet his/her needs and achieve his/her goals. The child's environment is a rapidly expanding one in the early years and on entering school a vast new world is opened up with many new experiences and new challenges each day for the child to adapt to and manage, hopefully with success rather than failure. In order to increase or enhance each child's measure of success in managing himself/herself in this ever-changing environment, planned movement experiences must become an integral part of each child's day. It is our responsiblity to be concerned with each child's progress in learning to move with increased competency and therefore, we need to plan for such progress. At the same time, we can enhance other learning through movement experiences.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENTS

OBJECTIVE: STUDENT WILL BE ABLE TO WALK IN A DESIGNATED AREA (SPACE) WITHOUT TOUCHING ANOTHER PERSON.

ACTIVITIES	ACTIVITIES
WALKING ACTIVITIES SKILL: WALKING AREA: 1/2 OF A BASKETBALL COURT, CLASSROOM OR PLAY AREA THAT IS MARKED BY BOUNDARIES PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered Without touching each other, students are asked to do the following: A. Can you walk among classmates? B. Can you take giant steps? C. Can you take baby steps? D. Can you change directions on signal? E. Can you change levels? Walk High? Walk Low? 27	F. Can you walk heavy? Walk softly? G. Can you walk fast? Walk slowly? H. Can you walk backward? Walk forward? I. Can you walk as if you were angry? Happy? J. Can you change your mood, speed, direction, level, etc. on your own on the signal? K. Can you think of an animal and walk like he does? 28

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENTS

OBJECTIVE: STUDENT WILL BE ABLE TO PARTICIPATE IN RUNNING TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"FIRE ENGINE" SKILL: RUNNING AREA: PLAYGROUND PLAYERS: 10-60 EQUIPMENT: None FORMATION: All players stand on a starting line. The Fire Chief stands midway between the starting and end boundary lines. DESCRIPTION: All students stand on a line at end of playing area. They count off by fives. The Fire Chief stands at the side of the court halfway between goal lines. He calls "Fire! Fire! Station Number __." The children who have the number called run to the opposite end line and back to the middle line. The first one back becomes the new Fire Chief and the game Continues.	SUGGESTIONS: 1. Check numbers to be sure all remember their number. 2. Be sure they observe lines, starting, goal, finish. 3. Watch for performance of skills learned in movement exploration. Do they turn correctly? 4. Be certain all have a turn before the same numbers are recalled. No hesitation between numbers. 5. If the same child wins on second call allow 2nd place to be chief. This helps teach sharing, etc.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENTS

OBJECTIVE: STUDENT WILL BE ABLE TO PARTICIPATE IN RUNNING TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"BLOCK FIND" SKILL: RUNNING, SEARCHING AREA: PLAYGROUND PLAYERS: 10-30 EQUIPMENT: Approximately two wooden blocks for each student. FORMATION: Two equal teams DESCRIPTION: Divide students into two teams. With students observing, scatter blocks in an area 50-60 feet away. At the command of the teacher, both teams race for the block. Each student can bring only one block back at a time, which s/he will place in a designated spot or container. S/he then can return for one more and then another. When all blocks are gathered, the teams will return to their original positions. All team members then count the number of blocks they have collected.	SUGGESTIONS: A. After the students have learned the game it can be made more interesting by making it difficult. Have students turn their backs while the teacher scatters the blocks this time over a wider area. B. The game can be made even more interesting by hiding the blocks under any object which might be available. C. Be alert for students bringing more than one block back at a time. Any player who brings more than one block at a time must give all of the extra ones to the opposing team.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENTS

OBJECTIVE: STUDENT WILL BE ABLE TO RUN IN A DESIGNATED AREA (SPACE) WITHOUT TOUCHING ANOTHER PERSON.

ACTIVITIES	ACTIVITIES
RUNNING ACTIVITIES SKILL: RUNNING AREA: 1/2 OF A BASKETBALL COURT, CLASSROOM OR A PLAY AREA THAT IS MARKED BY BOUNDARIES PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered Without touching each other, students are asked to do the following: A. Can you run among classmates? B. Can you run and stop on signal? C. Can you change directions when I blow the whistle (or clap my hands)? D. Can you change levels? Run high? Run low?	E. Can you start very low and eventually reach the highest possible running position? F. Can you run as quietly as possible? G. Can you change your direction, speed, level, etc. on your own on the signal? (Challenge) H. Can you think of an animal and try to run as s/he does? I. Can you run backward? Run forward?

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENT WILL BE ABLE TO JUMP IN A DESIGNATED AREA (SPACE) WITHOUT BUMPING INTO ANOTHER PERSON.

ACTIVITIES	ACTIVITIES
JUMPING ACTIVITIES SKILL: JUMPING AREA: ON 1/2 OF A BASKETBALL COURT, CLASSROOM OR PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered Without bumping each other students are asked to do the following: A. Can you jump in different directions? B. How far can you jump? C. Can you jump fast? D. Can you jump and turn your body in the air? E. How high can you jump? F. Can you jump like an animal? What kind of animals jump?	G. Can you change the speed, directions, and height of your jump on the whistle? **"JUMP THE DITCH RELAY"** SKILL: RUNNING, JUMPING AREA: PLAYGROUND, GYMNASIUM PLAYERS: 10-40 EQUIPMENT: None FORMATION: Single Lines DESCRIPTION: Teams are in single lines behind a starting line. A good running distance from the starting line, mark off a "ditch." The width would depend on the age level playing. About twenty feet beyond this, mark off a turning line. The first player in each line runs forward, jumps over the "ditch" runs to the turning line, jumps the "ditch" again on the way back, and returns to place, touching off the next player. If a player lands in the "ditch" either time, he must go back to the starting line and start again.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENTS

OBJECTIVE: STUDENTS WILL BE ABLE TO JUMP IN A DESIGNATED AREA (SPACE) WITHOUT BUMPING INTO ANOTHER PERSON.

OBJECTIVE 2: STUDENTS WILL BE ABLE TO JUMP A ROPE, SLOWLY TURNED BY SELF.

OBJECTIVE 3: STUDENTS WILL BE ABLE TO JUMP A ROPE RAISED AND LOWERED BY OTHER PEOPLE.

ACTIVITIES	ACTIVITIES
SUGGESTIONS: Widen the "ditch" each time and eliminate those players who land in the "ditch." The line wins which has the most players left at the end of the designated time. Activities may be set up for students who have been eliminated from the relay. INDIVIDUAL JUMP ROPE" (objective 2) SKILL: JUMPING AREA: PLAYGROUND, GYMNASIUM PLAYERS: Unlimited EQUIPMENT: Jump rope for each student FORMATION: Scattered DESCRIPTION: The teacher asks each student to get individual jump ropes and do the following things:	A. Can you jump the rope one time; two times in a row? B. Drop your rope on the ground. Can you jump over it? C. Make a circle with your rope. Can you jump into the circle and out again? D. Can two students jump the same rope? E. Can you make numbers with the rope and jump the answer? F. Jump rope relays. "LONG JUMP ROPES" (objective 3) SKILL: JUMPING AREA: PLAYGROUND PLAYERS: Unlimited EQUIPMENT: Long Jump Rope FORMATION: Scattered

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE 3: STUDENT WILL BE ABLE TO JUMP A ROPE RAISED AND LOWERED BY OTHER PEOPLE.

OBJECTIVE 4: STUDENT WILL BE ABLE TO HOP IN A DESIGNATED AREA WITHOUT BUMPING INTO ANOTHER PERSON.

ACTIVITIES	ACTIVITIES
DESCRIPTION: A. On a grassy area ask two students to hold the rope close to the ground. Students form a line. On a signal of "go" each runs and jumps over the rope. After all have jumped the rope, raise the rope a little higher. B. Have students raise the rope up high and lower it down slowly and rhythmically. Students are asked to pass under the rope when it is up and jump over the rope when it is down. <u>HOPPING ACTIVITIES</u> (objective 4) SKILL: HOPPING AREA: ON 1/2 OF A BASKETBALL COURT, CLASSROOM OR A PLAY AREA PLAYERS: Unlimited EQUIPMENT: None	Students are asked to do the following without touching each other: A. Can you hop in place? B. Can you hop and turn around on one foot? C. Can you hop forward? D. Can you hop in a circle? E. Can you hop on one foot and then the other foot? F. Which foot is easier to hop on?

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENTS

OBJECTIVE: STUDENTS WILL BE ABLE TO PARTICIPATE IN RUNNING AND HOPPING TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"JEWEL ROBBERS" SKILL: RUNNING AREA: PLAYGROUND PLAYERS: 8-20 EQUIPMENT: 1 playground ball FORMATION: Circle DESCRIPTION: One student, the Sheriff, stays near the jewel (ball or indian club) while the robbers stand outside the circle, players run inside the band and try and take the jewels without being tagged by the Sheriff. Those who are tagged are out. The robber succeeding in obtaining the jewels without being tagged becomes the Sheriff, and the game begins again.	"IN THE POND ON THE BANK" SKILL: BALANCE, HOPPING, LISTENING AREA: PLAYGROUND OR CLASSROOM PLAYERS: 10-30 EQUIPMENT: None FORMATION: Two lines of equal number DESCRIPTION: Divide the class into equal teams and arrange them in files. Draw line along the right side of each file. One side of the line is designated as the "Pond" the other side as the "Bank." The leader calls out "In the Pond, On the Bank" in differing order. The teams must do as the leader indicates and failure to do so eliminates that member. This process is reported for a predetermined time and at this point the team having the greater number of players standing wins. SUGGESTIONS: Care should be taken to see that the leader speaks distinctly and with a slight pause between commands.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENTS WILL BE ABLE TO SKIP AROUND A DESIGNATED AREA WITHOUT TOUCHING EACH OTHER.

ACTIVITIES	ACTIVITIES
SKIPPING ACTIVITIES SKILL: SKIPPING AREA: ON 1/2 OF A BASKETBALL COURT, CLASSROOM OR PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered Without touching each other, students are asked to do the following: A. Can you skip forward? B. Can you skip in a different direction? C. Can you skip in a square? Circle? Triangle? D. Can you skip with a partner? E. Can you skip heavily? Lightly? Faster Slower?	F. Can you skip with arms moving? **"SKIP AROUND"** SKILL: SKIPPING AREA: PLAYGROUND PLAYERS: 2 or 3 per team EQUIPMENT: None FORMATION: Lines DESCRIPTION: The first person in line skips to a marker, makes a complete circle around the marker and returns. The next student then skips to marker. **"SKIP TAG"** SKILL: SKIPPING AREA: PLAYGROUND PLAYERS: 5 or 6 per circle

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENTS WILL BE ABLE TO SKIP AROUND A DESIGNATED AREA WITHOUT TOUCHING EACH OTHER.

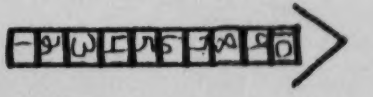
OBJECTIVE 2: STUDENTS WILL BE ABLE TO SLIDE IN A DESIGNATED AREA WITHOUT TOUCHING ANOTHER PERSON.

ACTIVITIES	ACTIVITIES
EQUIPMENT: None FORMATION: Circle facing center. One player, "It," stands on the outside of the circle. DESCRIPTION: "It" skips around the outside of the circle, suddenly tagging a player. The tagged player leaves his/her space and skips around after "It" trying to catch him/her. If "It" is caught, s/he must be "It" again; if s/he reaches the empty place first, the other player becomes "It." The game is then repeated. SLIDING ACTIVITIES (objective 2) Sliding is a combination of two side steps. A person steps to the side, then drags the other foot to the side of the supporting foot and puts weight on it. The same foot always leads. SKILL: SLIDING AREA: ON 1/2 OF A BASKETBALL COURT, CLASSROOM OR PLAY AREA	PLAYERS: Unlimited EQUIPMENT: None FORMATION: Files - Arms length apart Without touching each other, students are asked to do the following: A. Try to slide in one direction. On signal change directions. B. Vary size of slides. C. Vary speed of slides. D. With a partner, face each other, hold hands and slide to the right and then to the left. E. In circle formation with a partner, slide around the circle.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENT WILL BE ABLE TO PARTICIPATE IN HOPPING TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"HOPPING RELAY" SKILL: HOPPING AREA: PLAYGROUND PLAYERS: 2 or 3 per line EQUIPMENT: None FORMATION: Single Lines DESCRIPTION: Players are grouped into even teams. On the starting signal, the first one in each line hops to a designated spot and returns. The second player then hops. This continues until everyone has hopped. The line finishing first wins. SUGGESTIONS: Have students hop on the right foot, left foot, and backward. 47	**HOPPING ACTIVITIES** SKILL: HOPPING AREA: ON 1/2 OF A BASKETBALL COURT, CLASSROOM OR A PLAY AREA THAT IS MARKED BY BOUNDARIES PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered Without touching each other, students are asked to do the following: A. Footprint Patterns Hop footpring patterns painted on floor or a sheet of plastic. B. Hop Number Line  48

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENT WILL BE ABLE TO SLIDE IN A DESIGNATED AREA WITHOUT TOUCHING ANOTHER PERSON.

ACTIVITIES	ACTIVITIES
"SLIDE TAG" SKILL: SLIDING AREA: PLAYGROUND PLAYERS: 6 per circle EQUIPMENT: None FORMATION: Circle Facing center. One player, "It", stands on the outside of the Circle. DESCRIPTION: "It" slides around the outside of the circle, suddenly tagging a player. The tagged player leaves his space and slides around after "It" trying to catch him. If "It" is caught, s/he must be "It" again; if s/he reaches the empty place first, the other player becomes "It." The game is then repeated. "COLOR SLIDE TAG" SKILL: SLIDING AREA: CLASSROOM, BASKETBALL COURT, PLAY AREA, CAFETORIUM	PLAYERS: Unlimited EQUIPMENT: Construction paper shapes in the following amounts: 5 red circles 5 blue squares 5 green triangles 5 black rectangles 5 purple diamonds 5 yellow octagons Masking tape FORMATION: Scattered DESCRIPTION: Shapes are taped to children's backs. On the signal "Go," children are asked to slide around the room and try to see what color and shape is on the back of the other children. If a student can correctly tell the color and shape on another student's back, then that student is out of the game. While sliding around the room, students must also be careful not to let anyone see what color and shape is on his/her back.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENTS WILL BE ABLE TO PARTICIPATE IN MARCHING FORMATION.

ACTIVITIES	ACTIVITIES
MARCHING ACTIVITIES SKILL: MARCHING AREA: PLAYGROUND, BASKETBALL COURT, CAFETORIUM PLAYERS: Unlimited EQUIPMENT: Records, Record Player FORMATION: Circle or Square Without touching each other, ask the students to do the following: A. Forward March in single file to music (emphasize swinging arms freely at side). B. March in single file in a circle and square. C. March in 2's and 3's in a circle and square. D. March on the beat of a 2/4 rhythm. E. March on the beat of a 4/4 rhythm.	MARCHING ACTIVITIES SKILL: MARCHING AREA: PLAY AREA, BASKETBALL COURT, CAFETORIUM PLAYERS: Unlimited EQUIPMENT: None FORMATION: Circle Students are asked to do the following without touching each other: A. Establish rhythm by clapping hands to march music or drum. B. Stand at attention. C. March in place, emphasizing, stepping on left foot first. D. Teach commands: "Forward - March" "March Time - March" "Class Halt"

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENT WILL BE ABLE TO GALLOP AROUND A DESIGNATED AREA WITHOUT TOUCHING ANOTHER PERSON.

ACTIVITIES	ACTIVITIES
GALLOPING ACTIVITIES Galloping is a movement much like sliding, but the motion is in a forward direction. One foot always leads and the other follows rapidly. SKILL: GALLOPING AREA: ON 1/2 OF A BASKETBALL COURT, CLASSROOM, OR PLAY AREA PLAYERS: Unlimited EQUIPMENT:None FORMATION: Circle, Square or Line Without touching each other, students are asked to do the following: A. Can you gallop around the outside of the court? B. Can you gallop in a circle? A square? C. What kinds of animals gallop? Show me how these animals gallop.	D. Can you gallop fast? Slowly? E. Can you change your lead foot? (Left foot is lead foot; change back to right foot.) **"GALLOP AROUND"** SKILL: GALLOPING AREA: PLAYGROUND PLAYERS: 2 or 3 per team EQUIPMENT: 1 indian club, bowling pin, cone or marker per team FORMATION: Teams line up behind a starting line 30 feet from marker. DESCRIPTION: On command "go", 1st player on each team gallops around the markers and gallops back to starting line where s/he tags the next person.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENTS WILL BE ABLE TO PARTICIPATE IN GAME ACTIVITIES INVOLVING GALLOPING.

OBJECTIVE 2: STUDENTS WILL BE ABLE TO LEAP ABOUT A DESIGNATED AREA WITHOUT TOUCHING ANOTHER PERSON.

ACTIVITIES	ACTIVITIES
"ROPING A HORSE" SKILL: GALLOPING AREA: PLAYGROUND PLAYERS: Unlimited EQUIPMENT: None FORMATION: Circle DESCRIPTION: Six "Horses" (boys and girls" are selected to be in the middle of the circle. Children in the circle hold hands. Horses break out of the corral (circle) and gallop away. On signal from teacher cowboys and cowgirls gallop after horses and try to lasso (tag) them. When a student is tagged s/he must help lasso the other horses.	LEAPING ACTIVITIES Leaping - Movement similar to run. The time in the air is greater in the leap than in the run. The take off is from one foot and the landing is on the other. SKILL: LEAPING AREA: BASKETBALL COURT, CLASSROOM OR PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered, all facing in the same direction. Without touching each other, students are asked to do the following: A. Can you leap high in the air? B. Can you leap over a balance beam? C. What is the difference in leaping and running?

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE 2: STUDENT WILL BE ABLE TO LEAP ABOUT A DESIGNATED AREA WITHOUT TOUCHING ANOTHER PERSON.

OBJECTIVE 3: STUDENT WILL BE ABLE TO PARTICIPATE IN GAME ACTIVITIES INVOLVING LEAPING:

ACTIVITIES	ACTIVITIES
D. Leap in slow motion. E. Pretend there are many puddles on the ground. How many can you leap over? Count them as you leap! F. Place jump ropes around the play area. Can you leap over these "snake pits?" "LEAP TAG" SKILL: LEAPING AREA: PLAYGROUND PLAYERS: 6 to 8 per circle EQUIPMENT: None FORMATION: Circle facing center. One player, "It", stands on the outside of the circle. DESCRIPTION: "It" leaps around the outside of the circle, suddenly tagging a player. The tagged player leaves his space and leaps around after "It", trying to catch him. If "It" is caught s/he must be "It" again, but if s/he reaches the empty space	first, the other player becomes "It". The game is then repeated. "BAMBI" SKILL: LEAPING AREA: PLAYGROUND PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered DESCRIPTION: Tell children the story of Bambi being lost in the woods. Children act out story. Bambi leaps over a branch. Bambi nibbles the bark from a tree. Bambi nestles into the leaves on a snowy night and then leaps out of the leaves in the morning. Bambi leaps over bushes.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: STUDENTS WILL BE ABLE TO PARTICIPATE IN GAME ACTIVITIES INVOLVING LEAPING.

ACTIVITIES	ACTIVITIES
"LEAP FROG" SKILL: LEAPING AREA: PLAYGROUND, CAFETORIUM PLAYERS: 4 per line EQUIPMENT: None FORMATION: Single Line DESCRIPTION: One student squats down with head down on knees. Second student will run and leap over first, and squats down. The next student can then leap over first and second student. Game continues untill all have had a chance to leap over all students in class.	

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: NON-LOCOMOTOR

OBJECTIVE: THE STUDENT WILL BE ABLE TO FOLLOW TEACHER CUES AND PERFORM NON-LOCOMOTOR MOVEMENTS OF BENDING, STRETCHING, TWISTING, TURNING, SWINGING, PUSHING AND PULLING.

ACTIVITIES	ACTIVITIES
"ANGLES IN THE SNOW" SKILL: COORDINATION AREA: INSIDE OR OUTSIDE PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered DESCRIPTION: Direct students to lie down on their back, with arms at side and feet together. Teacher then asks: Can you keep your legs straight and move them apart and back together? Can you slide your arms along the floor until you can clap them overhead? Can you move your legs apart and at the same time slide your arms along the floor and clap your hands overhead? Can you return your arms and legs to the starting position?	NON-LOCOMOTOR Students should be able to move in a designated space and pattern with cues from the teacher. Teacher names a movement and a body part. The student must execute the movement and then touch the moved body part. Example: Bend - Knee Pull - Stomach Push - Knees Stretch - Neck Twist - Arms Bend - Elbows Swing - Arms Teacher presents questions: A. Can you bend one part of your body while stretching another. B. Keeping your feet still, how far can you twist your body? C. In how many directions can you push? Pull?

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: NON-LOCOMOTOR

OBJECTIVE: STUDENTS WILL BE ABLE TO FOLLOW TEACHER CUES BENDING, STRETCHING, TWISTING, TURNING, SWINGING, .

ACTIVITIES	ACTIVITIES
D. What else can you use to push with beside your hands? E. While you are standing, how many parts of your body can you swing? Can you swing fast? Slow? Children imitate mechanical objects. A. Clock B. Perculator C. Pop-Up Toaster D. Typewriter E. Washing Machine F. Elevator EXERCISES Games: "Bend and Stretch" "Trunk Twist"	"Body Bounce" "Freeze" "Simon Says"

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: MANIPULATIVE SKILLS

OBJECTIVE: USING EQUIPMENT, THE STUDENTS WILL BE ABLE TO PERFORM MANIPULATIVE TASKS.

ACTIVITIES	ACTIVITIES
MANIPULATIVE SKILL SKILL: THROWING, CATCHING, STRIKING, KICKING AREA: PLAY AREA, CAFETORIUM PLAYERS: Unlimited EQUIPMENT: Beanbags, Yarn Balls, Balloons, Balance Boards FORMATION: Scattered The teacher will ask students to perform the following tasks using beanbags, yarn balls, and varying size and weights of rubber balls. A. Two hand underhand throw to another student. B. One hand underhand throw to another student. C. Overhand throw to another person. D. Basket catch of object thrown by another person.	The teacher will ask the student to perform the following tasks using balloons and varying size and weight utility balls. A. Striking B. Volley C. Kick D. Bouncing - Stationary and Moving F. Rolling ball to student or at target. Student performs on apparatus according to teachers direction. A. Balance on Balance Board. B. Climb and decend ladder. C. Walk overhead ladder. D. Twist on twist board (back and forth and all the way around). E. Jump up and down on mini trampoline. (Mini tramp may be made from truck inner-tube with a piece of canvas strung across it and tied underneath).

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENT AND MANIPULATIVE SKILLS

OBJECTIVE: THE STUDENT WILL BE ABLE TO COMBINE ONE OR MORE MOVEMENT SKILLS IN A GAME OR ACTIVITY.

ACTIVITIES	ACTIVITIES
"CROSSING THE BROOK" SKILL: JUMPING AREA: PLAYGROUND PLAYERS: Unlimited EQUIPMENT: None FORMATION: Lines of 3 or 4 people DESCRIPTION: Children take turns jumping the brook, two to four feet wide. The brook is gradually widened. Those falling in the brook get their feet wet and continue jumping at the width they missed until successful. Children should precede jump with a short run, then a one foot take-off. They should land on the balls of both feet with knees bent. If the group is large or children are of varying ability, several brooks may be kept going at the same time.	"CAT AND BIRDS" SKILL: RUNNING AREA: PLAYGROUND PLAYERS: 10-20 EQUIPMENT: None FORMATION: Single Circle, Hands joined DESCRIPTION: Four children, called birds, stand in the center of the circle, the bird cage, and one child, the cat, stands outside. On a signal from the teacher, the cat rushes into the bird's cage and tries to tag all the birds. The birds may "fly" anywhere inside the cage, dodge, and change directions, but they may not run out of the cage to avoid being tagged. When tagged, a bird goes back to his/her place on the circle. The last bird tagged becomes the new cat, and four new birds are chosen.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENT AND MANIPULATIVE SKILLS

OBJECTIVE: THE STUDENT WILL BE ABLE TO COMBINE ONE OR MORE MOVEMENT SKILLS IN A GAME OR ACTIVITY

ACTIVITIES	ACTIVITIES
"MAGIC CARPET" SKILL: RUNNING, SKIPPING, MARCHING, HOPPING AREA: PLAYGROUND, CLASSROOM PLAYERS: 10-100 EQUIPMENT: Chalk - Music FORMATION: Single file DESCRIPTION: Several large squares are drawn on the ground to represent the carpets. The players follow the designated leader as s/he skips or runs through the Magic Carpets. At a signal from the teacher, all players stop in their tracks. Those caught on Magic Carpets may be asked to drop out until the next time, or they may be asked to lead the class in an exercise, or they may be allowed three misses before they are eliminated. Signals to stop may be: the sudden cessation of music, the clapping of hands, the sound of the whistle, or some other signal. SUGGESTIONS: (1) Make the Magic Carpets so large that the players can not step over them. (2) Have a rule that any player going around a Magic	Carpet has missed. (3) Do not eliminate players on the first miss; impose less severe penalties. "40 WAYS OF GETTING THERE" DIRECTIONS: Each child is given a chance to go across the front of the room in any manner s/he wishes, just so no one else has crossed the same way. S/he may walk, hop, run, skip, etc.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENT AND MANIPULATIVE SKILLS

OBJECTIVE: THE STUDENT WILL BE ABLE TO COMBINE ONE OR MORE MOVEMENT SKILLS IN A GAME OR ACTIVITY

ACTIVITIES	ACTIVITIES
"OLD MOTHER WITCH" SKILL: RUNNING, TURNING AREA: PLAYGROUND PLAYERS: 10-30 EQUIPMENT: None FORMATION: The witch takes his/her place in front of the group. The children take positions on the starting line. DESCRIPTION: The witch takes his/her place in front of the group. The children take positions on the starting line. As a signal from the leader, the witch starts walking away from the group. As the witch moves away, the children follow him/her and chant, "Old Mother Witch, fell in a ditch, picked up a penny and thought s/he was rich." At the completion of the chant, the witch turns suddenly, points to one of the children, and says, "Whose children are you?" The child to who s/he points may answer any name s/he chooses, such as "Mary's". Unless the child answers by saying, "Yours" the	the witch turns and continues walking away, and the children again repeat the chant. This continues until the children answer the witch by saying "Yours". Upon the word "Yours", the children turn and run back to base and the witch gives chase. All tagged children must assist the witch in catching the rest of the children. The witch remains the same until another is chosen by the teacher. "DOUBLE CIRCLE" SKILL: SKIPPING, RUNNING, HOPPING AREA: PLAYGROUND PLAYERS: 1- players per circle EQUIPMENT: None FORMATION: Players are arranged in a double circle, couples facing. The outside circle has one more player than the inside one. The teacher is the leader.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENT AND MANIPULATIVE SKILLS

OBJECTIVE: THE STUDENT WILL BE ABLE TO COMBINE ONE OR MORE MOVEMENT SKILLS IN A GAME OR ACTIVITY

OBJECTIVE 2: THE STUDENT WILL BE ABLE TO USE A LOCOMOTOR MOVEMENT IN A RELAY-TYPE ACTIVITY

ACTIVITIES	
DESCRIPTION: The player in both circles skip around in the circle to their right (each circle in an opposite direction) until the leader says, "Halt". Each player tries to find a partner from the other circle. The player left without a partner is "in the dog house." Continue the game as long as desired. SUGGESTIONS: (1) Encourage children to seek partners only on the proper signal. (2) Tell boys to seek girls as partners and girls seek boys. (3) Have the players run, hop, or skip around the circle.	FORMATION: Files DESCRIPTION: Teams are in single file behind a starting line. At a signal, the first player in each line runs up to the designated turning point, returns to place, touching off the next player. This continues until all players in each line have had a turn. As each turn is completed, the student goes to the end of the line and squats down.
"RUNNING RELAY" (Objective 2) SKILL: RUNNING AREA: PLAYGROUND PLAYERS: 2 or 3 per team EQUIPMENT: None	

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENT AND MANIPULATIVE SKILLS

OBJECTIVE: THE STUDENT WILL BE ABLE TO USE A LOCOMOTOR MOVEMENT IN A RELAY-TYPE ACTIVITY.

ACTIVITIES	ACTIVITIES
"RUNNING RELAY" SKILL: RUNNING AREA: PLAYGROUND PLAYERS: 2 or 3 per team EQUIPMENT: None FORMATION: Files DESCRIPTION: Teams are in single file behind a starting line. At a signal, the first player in each line runs up to the designated turning point, returns to place, touching off the next player. This continues until all players in each line have had a turn. As each turn is completed, the student goes to the end of the line and squats down.	"AUTOMOBILE RACE" SKILL: RUNNING AREA: PLAYGROUND PLAYERS: 6-8 per team EQUIPMENT: None FORMATION: Any number of players in equal teams of 6-8, in file formation behind the starting line. DESCRIPTION: Each team chooses the name of an automobile. At the waving of a green flag (pretend) the race is started. The first person in each team runs to the goal line and back, touching the left hand of the second player in his/her line.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENT AND MANIPULATIVE SKILLS

OBJECTIVE: THE STUDENT WILL BE ABLE TO COMBINE LOCOMOTOR, NON-LOCOMOTOR MOVEMENTS AND MANIPULATIVE ACTIONS BY PLAYING THE FOLLOWING GAMES.

ACTIVITIES	ACTIVITIES
"CUT THE PIE" SKILL: COORDINATION AND RUNNING AREA: PLAYGROUND PLAYERS: 6-8 Players per circle FORMATION: Circles EQUIPMENT: None DESCRIPTION: Children stand in a circle, hands joined with one child in the center. The center child walks forward and claps his/her hands between any two players, and s/he says,"Cut the Pie", and returns to the center. These two players run in opposite directions around the circle. The first one to get around the circle grasps the center player by both hands and says, "Pumpkin Pie, Here Am I," wins and becomes the new center.	"MOUSE TRAP" SKILL: RUNNING AREA: PLAYGROUND, CLASSROOM PLAYERS: 10-60 FORMATION: Partners, Standing in line EQUIPMENT: None DESCRIPTION:: The game is played somewhat like London Bridge. Traps are placed around the playing area. To form a trap two players stand in a line and at a given signal begin to walk, skip or run through the traps. Suddenly, the leader says, "Snap" and the trap is shut quickly by dropping the hands. All mice caught in the trap join the traps, thus making it larger. The game continues until all the mice are caught. The signal for the trap to close may be a sudden cessation of music, the clapping of hands, or the sound of a whistle.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENT

OBJECTIVE: THE STUDENT WILL BE ABLE TO COMBINE LOCOMOTOR, NON-LOCOMOTOR MOVEMENTS AND MANIPULATIVE ACTIONS

ACTIVITIES	ACTIVITIES
"NAME BALL" SKILL: RUNNING, CATCHING, ROLLING AREA: PLAYGROUND PLAYERS: 10-30 EQUIPMENT: 1 Playground Ball FORMATION: Single Circle DESCRIPTION: One student, "It", stands in the center, tosses ball up in the air, and calls a player's name. Student who's name is called must run in and catch ball before it bounces more than once. After catching ball, teacher blows whistle and all others stop. Student with ball rolls it at closest person, who may move in any direction as long as one foot remains stationary. If ball strikes person, that person becomes "it". Game starts over.	"WONDER BALL" SKILL: MANIPULATIVE SKILL AREA: PLAYGROUND PLAYERS: 5 per circle EQUIPMENT: 1 playgouund ball per circle FORMATION: Circle DESCRIPTION: Ball is passed around the circle from child to child while the following verse is said: "The wonder ball goes round and round, To pass it quickly you are bound, If you're the one to hold it last You - Are - Out." Child holding the ball on the word "Out" is out. Instruct children who are "out" to do something else - hopscotch, jump rope, etc.

1. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COMBINING LOCOMOTOR AND NON-LOCOMOTOR MOVEMENT AND MANIPULATIVE SKILLS

OBJECTIVE: THE STUDENT WILL BE ABLE TO USE LOCOMOTOR MOVEMENTS IN A GAME SITUATION.

ACTIVITIES	ACTIVITIES
"DROP THE HANDKERCHIEF" SKILL: RUNNING AREA: PLAYGROUND PLAYERS: 6-8 per circle EQUIPMENT: Handkerchief, Beanbag or Similar object FORMATION: Circle, facing center, hands joined DESCRIPTION: "It" walks around the outside of the circle with the handkerchief and tries to drop the handkerchief at the feet of a circle player without his/her knowing it. If "It" can go around the circle before the player realizes that the handkerchief is on the floor behind him/her "It" tags the player and remains "It." If the player in the circle dicovers the handkerchief, s/he immediately picks it up and runs around the circle to try to overtake and tag "It" before "It" can reach the vacant space in the circle. If s/he tags "It", s/he may drop the handkerchief in the next game. If s/he does not overtake and tag "It" before "It"	reaches the vacant space in the circle, s/he goes back to his/her space in the circle and "It" continues the game. DUCK, DUCK, GOOSE SKILL: RUNNING, SKIPPING, HOPPING AREA: PLAYGROUND PLAYERS: 6-8 per circle EQUIPMENT: None FORMATION: Circles DESCRIPTION: All players but one stoop or sit in a circle. The odd player walks around the outside of the circle, touching each player lightly on the head and repeating the words, "Duck, Duck, Duck." This continues until the odd player touches a head and says the word, "Goose" whereupon the player jumps up and chases the odd player. The the odd player reaches the vacant space before s/he is tagged, the other player becomes "It." If s/he tags the player s/he remains being "It."

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COORDINATING UNITS AND PHYSICAL EDUCATION

OBJECTIVES: CHILDREN WILL BE ABLE TO IMITATE DIFFERENT METHODS OF TRANSPORTATION.

ACTIVITIES	ACTIVITIES
ON FOOT: Walk briskly; slowly. Take large strides like father; on tiptoes like mother in high heels; hunched over and slow like old man. Walk along line on cement walk. BICYCLE: Run, lifting knees high to simulate pedaling. Run slowly when pedaling up hill, fast when going down hill. Dismount at intersections. Walk bicycle across busy streets. HORSE: Gallop, leading with same foot and bringing knee up high. Leap over fences. Trot, lifting knees high in front. AUTOMOBILE: Start off with slow run to warm up car. Increase speed of run, going very fast on turnpike, slowing down in city traffic. Hand signal for turns. Stop at red lights. Park car, backing in.	AIRPLANE: Take off from squat position, arms extended sideways for wings. Run quickly on tiptoes. Dip wings for turns. Fly high and low indicating rough weather. Come in for a landing by slowing down, circling and gliding to floor to original squat position. Obstacles may be set up for these activities.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COORDINATING UNITS AND PHYSICAL EDUCATION

OBJECTIVE: THE STUDENT WILL BE ABLE TO IMITATE THE MOVEMENT OF POLICE RELATED THINGS.

ACTIVITIES	ACTIVITIES
SKILL: RUNNING AREA: BASKETBALL COURT, PLAYGROUND PLAYERS: 25-30 EQUIPMENT: None FORMATION: Line, Side by Side MOROTCYCLE COP: Use fast running steps to fast music or beat. Keep feet close to floor. The cop jumps on his/her motorcycle, grasps the handles and starts. Upper part of body held very erect. As s/he rounds the corner, s/he leans to one side of his/her machine. Pretend the cop is after a speeding auto. POLICE HORSES: Children take slow, high steps, heads held proudly, to the rhythm of piano music or clapping. Then take light running steps. Then gallop. Slow down and return home with quiet walking steps.	RED LIGHT: The counter stands behind the finish line, other players behind the starting line. The counter turns his/her back and counts aloud to ten, says "Red Light" and turns around. While his/her back is turned, all players advance, but on "Red Light" they must stop. Any player seen moving after "Red Light" are sent back by the counter to the starting line. The player who can reach the counter first becomes the next counter.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COORDINATING UNITS AND PHYSICAL EDUCATION

OBJECTIVE: THE STUDENT WILL BE ABLE TO IMITATE THE MOVEMENTS OF CIRCUS PERFORMERS, RECREATIONAL ACTIVITIES IN THE COMMUNITY AND FARM ANIMALS.

ACTIVITIES	ACTIVITIES
TIGHTROPE WALKER: Walk slowly on chalk line, arms extended for balance. Place one foot right in front of the other. Stand still on chalk line (wire) and bounce, bending knees. Run a little way and bounce again. CLOWN: Jump feet apart and clap hands overhead. In twos, act out the wheelbarrow. Smile, Laugh. GIANT: Take high, heavy, long steps, chest held high and arms outstretched. MIDGET: Walk and run with tiny steps. Make self as small as possible by bending at the waist and knees. Chase each other in small circles. Play leap frog. Crawl through the legs of the giant. RINGMASTER: Strut stiffly, military fashion. Swing and crack whip, doff hat. ICE SKATING: Long, gliding steps of 3/4 time, Use jumps, turns, figure eights, and balancing on one skate.	SKIING: Cross country skiing with long glides, deep crouch for downhill skiing, stopping, falling. Ski jumping (run, run, run, jump.) ROLLER SKATING: Beat out or play music in 3/4 time. Smooth glide or stride on first beat, holding stride for beats 2 and 3. Use arms in opposition. Can chant: "Roll, roll, rolling we go, Fast on our skates We roll on the side walk. Roll, Roll, Rolling we go, Skating along in a row." FROG: Stoop and place hands on floor with arms between knees. Push equally with the hands and feet and move forward with high light jump. GRASSHOPPER: In squat position, take jumps in air, coming down to squat position each time. MULE KICK: Place hands on floor. Kick feet in the air to resemble the kicking of a mule.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COORDINATING UNITS AND PHYSICAL EDUCATION

OBJECTIVE: THE STUDENT WILL BE ABLE TO IMITATE THE MOVEMENT OF CIRCUS PERFORMERS, RECREATIONAL ACTIVITIES IN THE COMMUNITY AND FARM ANIMALS.

ACTIVITIES	ACTIVITIES
HORSE: Trot by running on toes, bring knees up high, keeping back straight. Gallop by running with same foot leading all the time. INCH WORM: Place hands on floor, extend legs to the rear with feet together, thus supporting body by hands and toes. Arms and body are straight. Keeping hands still and knees straight, walk feet up to hands. Then walk hands out and keep feet still. FRUIT BASKET: All children are given names for different fruits. Leader in middle of circle calls two fruits. The two children with these names run and change places in the circle, as the leader tries to get one of their places first. Child unable to get a place is the new leader. ROOSTER: With arms bent, raise elbows sideways, rise on toes, and move head backward. Crow! Lower elbows and heels. FARM CHORES: 1. Pitch hay and give it to livestock. 2. Feed the chickens. 3. Pick apples, reaching, from the ground, jumping up for some; climb ladder and pick.	4. Plow fields. Can be done in two's with one child the plowman guiding the plow horse (second child). 5. Cut wood sawing big logs with two-man saw, splitting kindling wood with an axe, and stacking wood. 6. Fetch water. Throw bucket down well and haul up, or use hand pump. CHICKEN: Stand with feet together. Squat low, knees apart, Put hands outside thighs, and clasp hands tightly in front of legs below knees. Walk on the balls of the feet in a squat position. This position permits only very short steps. TURKEY: Walk with a very proud, definite, dignified, strutting step. Pick feet up fairly high but without a high knee motion. Hands on hips elbows bent and pointing backward to represent wings. DUCK: Walk in deep squat position, keeping knees far apart, back straight, and head high. Bend arms and place hands on shoulders for wings.

I. CONCEPT: MOVEMENT EDUCATION

SUB-CONCEPT: COORDINATING UNITS AND PHYSICAL EDUCATION

OBJECTIVE: THE STUDENT WILL BE ABLE TO IMITATE THE MOVEMENTS OF ANIMALS.

ACTIVITIES	ACTIVITIES
ANIMAL IMITATIONS SKILL: IMITATIONS AREA: BASKETBALL COURT, PLAYGROUND PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered BEAR: Walk slowly and heavily on all fours, swaying from side to side. Keep arms and knees straight, feet apart, knees slightly bent, and take slow, clumsy step-hops, holding hands up in front for paws. GIRAFFE: Stretch the neck and turn head in various directions. Walk stiff-legged. CIRCUS PONY: Step, lifting knees high in front. Step and hold, prance lightly around in a circle. KANGAROO: Fold arms, bend knees deeply, and squat with back straight. Keep knees far apart.	ELEPHANT: Bend body over, clasp hands to represent trunk. Slow, lumbering walk, keeping feet apart, knees straight, and trunk swinging. When done in a line, first child bend over and reach hand (tail) between his/her legs. Second child clasps tail with his/her left hand (trunk). LION: Walk (stalk) on all fours, as though pacing. Lift head and roar. TIGER: Creep quietly along on all fours. Leap and snarl. CAMEL. Bend body forward at hips and clasp hands behind back to form hump. Walk slowly with decided upward and downward thrust of head. MONKEY: Bend over at waist and walk in a waving fashion, arms hanging limp. Run the same way. Scratch head and ribs. SEAL: Hands on floor, legs extended backward, weight on hands and toes. Keep back straight and head high. Walk forward on hands, dragging legs.

PERCEPTUAL-MOTOR DEVELOPMENT

In the primary grades Perceptual-Motor Development Activities should be an integral part of the regular Physical Education program as a preventive measure. However, students whose motor, tactile, auditory and visual skills are not properly developed cannot keep pace with the rest of their class and are handicapped regardless of how intelligent they may be.

Perceptually handicapped students should be in an intensive Perceptual-Motor Training program in addition to their regular physical education classes. Ideally, this program should be administered by a specialist who can execute a daily program involving the student, the classroom teacher and parents. In some schools, the budget will not allow for a specialist so the physical education teacher, classroom teacher and/or an aide is responsible for carrying out the program.

If a physical education teacher is to teach this program, then it would probably supplement the regular Physical Education program. The following, therefore, are some ideas and ways for proceeding:

1. Through observation, the physical education teacher should be able to select several students from his/her regular physical education classes who would benefit from a perceptual-motor program.

2. After selecting this group of students, the physical education teacher would ideally schedule one period per day for perceptual-motor activities. If the class is too large, then alternate days would have to suffice.

3. The number of the students in the group should probably not exceed 20, as indivdual attention is very important. If a smaller area or room is used, the number in the group should be smaller.

4. If the teacher is unsure of a child's specific program, he/she may wish to administer a perceptual-motor screening test.

5. After adequate observation of each student, and/or after reviewing his/her screening test, an individualized perceptual-motor development program should be planned.

6. For the first few days, it is advisable to:

   a) meet with a small number of students.
   b) discuss with each student his own program.
   c) demonstrate the planned activities.
   d) have each child perform his routine.

7. When the above students are aware of the purpose of procedures involved in their own routines, and when they do not need constant supervision, more students may be introduced to the program. These students should be oriented in the same manner.

8. As the program progresses, the following suggestions may be of help:

   a) Evaluation to determine the student's progress should take place periodically

   b) Depending upon the results of the evaluation, re-structuring the child's program may be necessary.

   c) If the student's interest lags, this may indicate a need for more varied activities.

   d) Ocassionally, in order to: maintain interest, promote social growth, and create an opportunity for additional observation of a student's performance, group activities (with an emphasis on perceptual-motor (development) should be scheduled.

   e) If possible, parents should be involved. By letter or conference, the physical education teacher should provide a program to be carried out at home. This program should supplement the school program.

9. In most circumstances, the children attending the perceptual-motor training program will continue to attend their regular physical education classes. If, however, a child's performance is so poor as to cause him/her undue embarrassment, or if he/she is unable to achieve, it might be feasible for him/her to attend just the perceptual-motor training class until such time that the teacher and/or the student feels that attendance in his regular class would prove beneficial.

10. If the physical education teacher is unable to provide any type of individualized program for selected students, he/she might alter the emphasis of his/her regular program and include more activities designed especially for perceptual-motor development.

11. Enlist the aid of the classroom teacher. Explanation of a child's problem may shed new light on a child's behavior and performance in the classroom.

If paid or volunteer aides are to be used, here are some suggestions for utilization.

1. ASSISTS TEACHER The teacher aide works with the physical education teacher. Intensive inservice training sessions should be given to the aide and recorded on a chart marked "Inservice Training Schedule".

2. EXECUTE PLANNED PROGRAM After the physical education teacher has screened the children, the aide is put in charge to carry out the program exactly as it was planned. Periodically, he/she checks the physical education teacher concerning progress and needed changes.

The classroom teacher is in a unique position to observe the child's over-all performance. If there is no specialist for a perceptual-motor development program then the classroom teacher can:

1. Screen students who are having difficulty, and initiate individual programs to be performed in the classroom. Many activities require very little space. Also, once the student has had the activity demonstrated, he/she is usually quite able to continue on his/her own. For example, if a student is having difficulty in the area of hand-eye coordinations, he/she may keep a small box in his/her desk containing paste, scissors, beads, etc. When the student has free time, he/she is allowed to take the box out and continue his/her own perceptual-motor training.

2. Work with the students in a group using some of the activities listed later in this section. He/she can also adapt to his/her own situation, other activities listed throughout this guide.

When parents are interested in developing a perceptual-motor training program for their own child the following suggestions may be helpful:

1. If the school where your child attends has a physical education teacher, contact him/her for suggestions or ideas which may be of help.

2. Discuss your plans for a perceptual-motor development program with your child's classroom teacher. Since the teacher should be aware of your child's learning problems, he/she may be able to suggest areas of learning which need to be strengthened or improved. Writing may be an example.

In any perceptual-motor program these Tentative Guide Lines should be followed.

1. Screening or appraisal of each student perceptual-motor abilities should be completed prior to selecting activities. Indentification of the level of motor performance forms the baseline for selection of developmentally appropriate perceptual-motor activities. Ideally, this should be an on-going process, including standardized tests and observation of performance on teacher selected tasks.

2. Perpetual-Motor Development activities should be selected in regard to their contribution toward fulfilling individual's need to achieve and experience success.

3. Perceptual-Motor Development activities should generally begin with what the student can do and gradually progress, with frequent repetition, within a developmental sequence, to more complex activities.

4. Ideally an individualized approach to perceptual-motor development activities should be used, such as an individually programmed task approach or a 1-1 tutoring relationship. Another approach is grouping children according to need, provided that each child has the opportunity to select, within limits the degree of difficulty and response pattern a given activity as in a movement education or developmental gymnastics approach. A common method used is to cover a wide variety of activities and to change activities frequently. This approach, however, can easily be improved by conducting two or more different activities at one time or by using a circuit approach.

5. In perceptual-motor development programs enough items of equipment or learning tasks should be provided so each student may be actively engaged. **Avoiding lines may lessen discipline problems and self-consciousness during performance. However, behavioral expectancies or limits should be set by students and teachers and distracting placement equipment or learning stations should be avoided. Six to eight learning stations are suggested for one class. These stations may be left on the court for the next class.

   One class may set up the stations and the other may take them down. Each station should have a card describing the action to take place. For example, "Can you jump rope?".

SCREENING In order for a teacher, aide, or parent to initiate a perceptual-motor development program, there must be some direction as to the problems of the students involved. The screening device presented here is merely a means of uncovering perceptual-motor problems. It is not designed to rate performance. However, if the child shows difficulty in performing the tasks, he/she may need help in body management and might profit from participation in such a program. As the child performs the items listed on the screening, it should give the examiner a fair picture of:

1. the child's awareness of his own body.

2. the child's ability to perform gross motor movements with control and balance.

3. the child's ability to perform tasks requiring form perception.

4. the child's control of the movements of his eyes.

When administering the screening, the following suggestions may be useful.

1. The person doing the screening should be acquainted with the child. This can be accomplished by visiting his classroom several times before the screening actually takes place.

2. Although several students can be screened at one time, it is best to screen only one at a time.

3. The explanation of the task to be performed must be in simple, easy to understand language.

4. As the child is screened, record any small clues which may be helpful in evaluating the child. For example, "shy", "hesitant", "wears corrective shoes", "has a speech problem."

INSTRUCTIONS FOR SCREENING

ITEM (AND WHAT IT MAY INDICATE)	DIRECTIONS
Body Parts (self-image)	The examiner names several body parts and the child touches each as it is named.
Walking Board (balance, gross motor control, laterality)	The child is instructed to walk forwards, backwards, and sidewards on the walking board.
Skipping (gross motor control)	The child is instructed to skip around the gym, room or wherever the screening is taking place.
Hopping In Place (balance, gross motor control)	The child hops on one foot within a space of approximately 18" square. Repeat, using the other foot.
Standing On One Foot (static balance)	The child is instructed to stand on one foot while the examiner counts to 10. Repeat, using the other foot.
Drawing Forms (form perception, hand-eye co-ordination, laterality, directionality)	The child is seated at a table or desk, and given paper and pencil. One at a time, the examiner shows the child cards on which the following have been drawn: a circle, a plus, a square, and a triangle. The child draws each shape as it is presented.
Ocular Pursuits (control of lateral and vertical eye movement)	The child is seated opposite the examiner and asked to follow with his eyes, a target that is to be moved in front of his eyes. The child's head is not to move. A pen, pencil, penlight, or any similar object is then moved (on an arc) laterally and vertically, 18"-20" in front of the child's eyes. Repeat the procedure using first one eye and then the other. (The eye not being used should be covered.)

A SAMPLE SCREENING SHEET

Name: Teacher:

Age: Date:

Grade:

ITEM	PERFORMANCE	COMMENTS
Body Parts thighs elbows calf wrists ankles back		
Walking Board forward backward sideward		
Skipping (10 yds. without faltering)		
Hopping In Place left foot (5 times) right foot (5 times)		
Standing On One Foot left foot (10 sec.) right foot (10 sec.)		
Drawing Forms circle plus square triangle		
Ocular Pursuits both eyes together left eye right eye		99

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY AWARENESS

OBJECTIVE: THE STUDENT WILL BE ABLE TO IDENTIFY BODY PARTS BY POINTING TO THEM, TOUCHING THEM, AND/OR VERBALIZING THEIR NAMES, (MOUTH, CHIN, NECK, SHOULDERS, ARMS, ELBOWS, LEGS, ANKLES, TOES, WRISTS, HANDS, FINGERS, CHEST, STOMACH, BACK, HIPS, KNEES, HEELS, CALF, THIGHS, FOREHEAD, FOREARM).

ACTIVITIES	ACTIVITIES
"BODY IMAGE ACTIVITIES" SKILL: IDENTIFYING BODY PARTS AREA: ANY PLAY AREA, BASKETBALL COURT OR CLASSROOM PLAYERS: Unlimited EQUIPMENT: None The teacher asks the students to do the following variety of activities: A. The teacher touches her hand and says: "This is my head; can you touch your head? Feet?" etc. B. "Can you place both hands on your head? Toes?" etc. C. "Can you close your eyes and touch your head? Elbows?" etc.	D. Can you touch one body part with other body parts? Nose to knee? Chin to chest? Ear to shoulder? Hands to hips? Elbows to knees? Toes to nose? Wrist to ear? Fingers to shoulders? Wrist to back? Foot to leg? Hands to back? Toes to toes? Heels to heel? E. Can you touch body parts to your surroundings? Head to floor? Hands to wall? Elbows to chalkboard? Knees to floor? Head to table or desk? Back to wall? Ankles to wall?

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY AWARENESS

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ACTIVITIES	ACTIVITIES
Nose to window? Ear to chair? Shoulder to floor? Fingers to books? Chest to desk? Wrist to chalkboard? Stomach to floor? F. Can you do what I am doing? (Children imitate teacher in the movement of a specific body part.) Nod your head? Wiggle your nose? Twist your neck? Shrug your shoulders? Click your fingers? Stomp your foot? Close your mouth? Wiggle your toes? Bend your knees? Bend your elbows? Shake your hands?	G. Can you fill in the missing word? (Teacher says the following sentences and the children supply the word.) I write with my_____. I see with my_____. I smell with my_____. I blink with my_____. I clap with my_____. I walk with my_____. I snap my_____. I shrug my_____. I wave my_____. I jump with my_____. I hear with my_____.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY AWARENESS

OBJECTIVE: THE STUDENT WILL BE ABLE TO RECOGNIZE BODY PARTS FROM LOOKING AT PICTURES, DRAWINGS, WORKING PUZZLES OR FOLLOWING ACTIVITY RECORDS THAT TEACH BODY PARTS.

ACTIVITIES	ACTIVITIES
"BODY IMAGE ACTIVITIES" SKILL: RECOGNITION OF BODY PARTS AREA: CLASSROOM, AUDITORIUM OR HALL PLAYERS: Unlimited EQUIPMENT: Crayons, scissors, large roll of paper, puzzle On a large sheet of paper, have one child lie down on his/her back and have another child draw around him/her, making the outline of his/her body. Ask the student: A. Can you color the legs orange? The feet blue? The arms yellow?, etc. After the outline is colored, it may be cut out and hung up. Select a man or woman (or both) jig saw puzzle. Ask the student: A. Can you put this puzzle together? As you place each piece, can you name	that part? To emphasize body parts, teach children to do the following records: 1) "Hokey Pokey" - #EALP 601 Educational Activities *As a change, give each child a hula hoop and have him/her put their foot in the hoop, take your foot out of the hoop, etc. 2) "Looby Loo" - Album #10 Side 7 Educational Activities or #1184 Folkroft - RCA 41 - 6153 3) "Listen and Do" -Hap Palmer Educational Activities

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY AWARENESS

OBJECTIVE: THE STUDENT WILL BE ABLE TO RECOGNIZE BODY PARTS FROM LOOKING AT PICTURES, DRAWINGS, WORKING PUZZLES OR FOLLOWING ACTIVITY RECORDS THAT TEACH BODY PARTS.

ACTIVITIES	ACTIVITIES
"PRETZELS" SKILL: RECOGNITION OF BODY PARTS AREA: CLASSROOM, AUDITORIUM OR HALL PLAYERS: Unlimited EQUIPMENT: None DIRECTIONS: Pretend the students are going to make pretzels. Pretend you have a giant mixing bowl there on the floor in front of you. First pick up a make-believe bag of flour and dump a lot of it into the bowl. Next add yeast, eggs, milk, some butter and a little salt. Then stir it all hard until your arms are tired. Now you're going to be the pretzel. We're going to roll out the dough into long strips and wrap them up in new ways to make some new-fangled pretzels. Wrap-up your arms and legs and head and body any way at all and hold yourself tightly in that fixed position, while you bake. I'm going to go	around the room and pull on an arm here, a leg there, and maybe even a head or a foot. I might try to pick up a whole pretzel and move it. If the pretzel can be unwound or bent, it isn't done yet, and must bake a little longer. If it doesn't move when I push or pull, it's done, and I'll slide the whole pretzel over to the side of the room, which is the display case. There someone may come in and buy you, etc.,etc. VARIATION: Pretend you're a frozen leaf. COMMENTS: Students love this game, and love the attention of being touched, pushed, pulled or lifted by the teacher. I am always a bit surprised that many bright children have no idea how to contract specific muscles. (The teacher needs to lower expectations for these children and give some extra help.) The game is an excellent one for body awareness and for putting the brain in charge of the body. Both these skills are important for hyperactive, as well as for normally active children. Obviously, the more simple the position, the easier it will be for the child to differentiate and control a single body part.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY AWARENESS

OBJECTIVE: THE STUDENT WILL BE ABLE TO RECOGNIZE BODY PARTS FROM LOOKING AT PICTURES, DRAWINGS, WORKING PUZZLES OR FOLLOWING ACTIVITY RECORDS THAT TEACH BODY PARTS.

ACTIVITIES	ACTIVITIES
Pretzels (diagram) 	"MATCH MY POSITION" SKILL: RECOGNITION OF BODY PARTS AREA: CLASSROOM, AUDITORIUM OR HALL PLAYERS: Unlimited EQUIPMENT: First Version of Game - None Second Version of Game - Cardboard Figure or Halloween Skelton, Put Together With Brads So That Arms, Legs, and Head Are Moveable. (A doll would do.) DIRECTIONS: Version #1 - The teacher starts out as the leader; later children can take turns leading. The leader starts out by saying "Do what I do," and then, with children watching, slowly arranges his or her body in any simple position, for example: sit with legs crossed Indian style, and with hands clasped behind head. Children copy. The leader then shifts the body to a new position saying, "Match my new position." When children have got the idea, the leader may say, "Now close your eyes

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY AWARENESS

OBJECTIVE: THE STUDENT WILL BE ABLE TO RECOGNIZE BODY PARTS FROM LOOKING AT PICTURES, DRAWINGS, WORKING PUZZLES OR FOLLOWING ACTIVITY RECORDS THAT TEACH BODY PARTS.

ACTIVITIES	ACTIVITIES
tightly while I count to five. Then open your eyes and see if you can figure out what small change I have made in my position. The change may be a large one--I may change an arm or leg--or the change may be very small--I may only lift one finger, or change my facial expression. When you have figured out what the change is, do it, but don't tell anyone. We'll see how many of you can figure out the secret."	"BODY TOUCH" SKILL: RECOGNITION OF BODY PARTS AREA: CLASSROOM, AUDITORIUM OR HALL PLAYERS: Unlimited EQUIPMENT: First Version of Game - None Variations - Bean Bag, Ball, Rope, or other small objects. DIRECTIONS: The main body parts should be touched with both hands on command. (With very young children it is more fun to use a simplified Simon Says command. In the simplified version, Simon says practically <u>every</u> command.) Older children could play a real Simon Says game (with some minor penalty). The following body parts should be included in the list: head, hair, eyes, ears, nose, mouth, cheeks, chin, neck, chest, back, stomach, arms, legs, thumb, fingers, knees, feet, toes, hands. After these are learned, add: ankles, hips,

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY AWARENESS

OBJECTIVE: THE STUDENT WILL BE ABLE TO RECOGNIZE BODY PARTS FROM LOOKING AT PICTURES, DRAWINGS, WORKING PUZZLES OR FOLLOWING ACTIVITY RECORDS THAT TEACH BODY PARTS.

ACTIVITIES	ACTIVITIES
eyebrows, shoulders, sides. Then: tongue, teeth, waist, thighs, calves, wrists, eyelashes, palms, soles, etc. VARIATIONS: 1) Each student may take a turn giving a command. 2) Bean bag pass-around: have student slide the bean bag around his neck, without lifting it off his skin; all around the waist, knee, ankle, etc. 3) Rope Knot Touch:: fold a jump rope in half, tie a large knot, use the knot as above for body parts touch. 4) Ball Touch: touch body parts with large or small ball. Roll the ball up or down the body. 5) Bean Bag Balance: "Rest the bean bag on your shoulder, and don't move while I count to 10."	6) Touch body parts with feather, piece of fur, stick, pebble, pencil, eraser, even a blade of grass. Any new object will add a new dimension. COMMENTS: IN ORDER TO GROW, every child needs a deep, continuing sense of self. We are trying to develop a sense of: the permanence, the predictability, and(paradoxically) the variability of the body's many helping parts.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY AWARENESS

OBJECTIVE: THE STUDENT WILL BE ABLE TO RECOGNIZE BODY PARTS FROM LOOKING AT PICTURES, DRAWINGS, WORKING PUZZLES OR FOLLOWING ACTIVITY RECORDS THAT TEACH BODY PARTS.

ACTIVITIES	ACTIVITIES
"CHANGE SIDES" SKILL: BODY MANAGEMENT COMPETENCY AREA: TWO PARALLEL LINES ABOUT 30' APART PLAYERS: Entire Class EQUIPMENT: none One-half the children are on each line. On signal all cross to the other line, face the center, and stand at attention. The first group to do this correctly wins a point. Children must be cautioned to use care when passing through the opposite group. Space the children well along each line; this allows room for them to move through each group. The locomotor movements should be varied. The teacher can say, "Ready--WALK!" Skipping, hopping, long steps, sliding, and other forms of locomotion can be specified. The position to be assumed at the finish can also be varied. VARIATION: The competition can be by squads, with two squads respectively on each side.	

I. CONCEPT: BODY AWARENESS

SUB-CONCEPT: LOCOMOTOR

OBJECTIVE: STUDENT SHOULD BE ABLE TO DISPLAY COORDINATION OF FEET, HANDS AND EYES, AND A SENSE OF SPECIAL RELATIONSHIPS AND RHYTHMS OR TIMING BY PARTICIPATING IN ROPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"ROPE GAME" SKILL: COORDINATION OF FEET, HANDS AND EYES, RHYTHM AND TIMING AREA: OUTDOOR OR LARGE INDOOR AREA PLAYERS: Unlimited EQUIPMENT: 15' long rope for every 6 students and one short rope for every student. FORMATION: Scattered DESCRIPTION: A. Teacher will review hopping and jumping skills. B. Stretch long rope straight on the floor. The student will follow teacher's directions. 1) Can you walk along the rope both forward and backward?	2) Show me how you can jump or hop over the rope forward and backward. 3) Show me another way to cross the rope! 4) Can you zigzag hop and jump forward and backward over the rope, the length of the rope? 5) Will you use one, two, and three body parts to cross the rope? 6) Can you crab walk the length of your rope? 7) Show me how to jump along the rope with your arms crossed! 8) Can you hop half way forward and finish backward? 9) Will you jump as high as you can back and forth across the rope? 10) How fast can you hop along the rope? 11) Can you hop and turn the length of the rope? (Right and left)

I. CONCEPT: BODY AWARENESS

SUB-CONCEPT: LOCOMOTOR

OBJECTIVE: STUDENT SHOULD BE ABLE TO DISPLAY COORDINATION OF FEET, HANDS AND EYES, AND A SENSE OF SPECIAL RELATIONSHIPS AND RHYTHMS OR TIMING BY PARTICIPATING IN ROPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
POINTS TO STRESS: Teach students to land lightly on the ball of their feet. Vary the speed between activities. A. Use two parallel ropes approximately one foot apart and make up activities similar to the ones in B for children to follow. B. Jumping a Moving Long Rope. 1) Students should listen to the rhythm of the rope and while saying "Jump-Bounce" they pretend to jump a rope. On the word "Jump" the students should jump about four inches from the ground with their feet together. On the word "Bounce" they should take a very small bounce in place. 2) When the jumper is ready have him/her stand beside the rope and jump when it is turned over the head. 3) In order to be able to run into a	turning rope the student will start the approach as the arc of the rope is on top of the turn and run in as the rope hits the ground in front of him/her. 4) Learning to turn a long rope is difficult. The turner should stand so that the rope touches the ground three feet in middle as they turn. The turner should use the entire arm when turning a long rope. 5) Jump the Shot - Swing an 8 foot rope around your body in a circle so that student standing in that circle can jump the rope. A beanbag or some other weight is helpful in making rope stay near the floor and turn easier. 6) Rhymes - As the students learn to jump, they can make use of many familiar rhymes which are used for long ropes.

I. CONCEPT: BODY AWARENESS PERCEPTUAL MOTOR

SUB-CONCEPT: LOCOMOTOR

OBJECTIVE: STUDENT SHOULD BE ABLE TO DISPLAY COORDINATION OF FEET, HANDS AND EYES, AND A SENSE OF SPECIAL RELATIONSHIPS AND RHYTHMS OR TIMING BY PARTICIPATING IN ROPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"RHYMES FOR JUMPING WITH LONG ROPES" 1) Teddy Bear, Teddy Bear, turn around Teddy Bear, Teddy Bear, touch the ground Teddy Bear, Teddy Bear, show your shoe Teddy Bear, Teddy Bear, you better skidoo. Teddy Bear, Teddy Bear, say your prayers Teddy Bear, Teddy Bear, go upstairs Teddy Bear, Teddy Bear, turn out the light Teddy Bear, Teddy Bear, say good night. 2) For counting a definite number of turns - Bulldog, Poodle, bow wow wow How many doggies have we now? one, two, three, etc. 3) For Red Hot Pepper - Mable, Mable, set the table Bring the plates if you are able Don't forget the salt and Red Hot Pepper! On the words "Red Hot Pepper" the rope is turned as fast as possible until the jumper misses.	"RED LIGHT" SKILL: RUNNING, STOPPING, STARTING AREA: PLAYGROUND PLAYERS: 10-40 EQUIPMENT: None FORMATION: As indicated DESCRIPTION: The field is marked with two parallel lines about 50 feet apart. All players stand on the starting line, facing center. The "It" player turns his back to the others, counts to ten, and calls, "Red Light", and turns again to face the group; he may count rapidly, slowly, or by jerks. While his back is turned, the other players advance toward the opposite line. Any player seen moving after the count of ten is sent back to the starting line. The game continues until one player succeeds in getting back to the starting line; he is the winner and gets to be the next "It" player.

I. CONCEPT: BODY AWARENESS PERCEPTUAL MOTOR

SUB-CONCEPT: LOCOMOTOR

OBJECTIVE: STUDENT SHOULD BE ABLE TO DISPLAY COORDINATION OF FEET, HANDS AND EYES, AND A SENSE OF SPECIAL RELATIONSHIPS AND RHYTHMS OR TIMING BY PARTICIPATING IN ROPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
SUGGESTIONS: 1) The caller may use various methods to trick the runners; turning his head to the wall but not counting, pretending to start the count but saying "W-w-w-w-a- termelon" instead of one, two, etc. 2) Players may "steal" steps at all times other than when called back to the starting line. 3) Once the caller starts the count, he must continue through to ten and on the word ten, follow with the words, "Red Light. " 4) Once the caller starts to count, he may not turn around or stop until he has reached the count of ten.	"DRIBBLE AND SHOOT RELAY" SKILL: DRIBBLING - SHOOTING AREA: BASKETBALL COURT PLAYERS: 10-30 EQUIPMENT: Junior basketball - Two basketball goals FORMATION: As indicated DESCRIPTION: Teams are lined up in single file formation with the first player in each line having a basketball. At the signal, the number ones dribble toward their designated baskets, take one shot at the basket and dribble back to the starting line, touching off the number two player, repeating the process until all players have had a turn. Girls may be permitted to run rather than dribble the ball. To avoid embarrassing the poorly skilled players, allow no more than two trials at the basket.

I. CONCEPT: BODY AWARENESS PERCEPTUAL MOTOR

SUB-CONCEPT: LOCOMOTOR

OBJECTIVE: STUDENT SHOULD BE ABLE TO DISPLAY COORDINATION OF FEET, HANDS AND EYES, AND A SENSE OF SPECIAL RELATIONSHIPS AND RHYTHMS OR TIMING BY PARTICIPATING IN ROPE ACTIVITIES.

ACTIVITIES	ACTIVITIES

"SNATCH BASKETBALL"

SKILLS: DRIBBLING - SHOOTING - PASSING

AREA: BASKETBALL COURT

PLAYERS: 12-30

EQUIPMENT: Two basketballs - Two baskets

FORMATION: Two teams, six to fifteen on a team

DESCRIPTION: Each team stands on one side of the court. They number off consecutively from the right. Two balls are placed in the center circle, one for each team. The teacher calls the numbers. When a player's number is called he runs to the center, takes his team's ball, dribbles to the basket and shoots until he or his opponent makes a basket. When one of them makes a basket, he dribbles back and places the ball in the center circle. The first player to do this scores a point for his team. Play until all numbers have been called.

VIOLATIONS: 1. Walking while holding the ball.
2. Failing to follow rules:

number of passes, taking turns shooting.

PENALTY: A point is deducted from final score for each foul made.

SUGGESTIONS: 1. It is important that the teacher have a score sheet to keep track of score, numbers called and fouls.

Example:

TEAMS	POINTS	FOULS	FINAL SCORE
A	1111	11	2
B	1111 1	0	6

Numbers: Check each number as called.

1, 2, 3, 4, 5, 6, 7, 8

Note: Checking numbers makes it simple to keep track of which players have had a turn.

VARIATION: For more action and more skill practice call two numbers. These two players must pass

I. CONCEPT: BODY AWARENESS PERCEPTUAL MOTOR

SUB-CONCEPT: LOCOMOTOR

OBJECTIVE: STUDENT SHOULD BE ABLE TO DISPLAY COORDINATION OF FEET, HANDS AND EYES, AND A SENSE OF SPECIAL RELATIONSHIPS AND RHYTHMS OR TIMING BY PARTICIPATING IN ROPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
the ball at least twice before attempting to shoot for the goal. Combine dribbling with passing. The two players must take turns shooting for the basket until a basket is made. If the basket is made on the first shot, of course, this doesn't apply. After the basket is made the person who did not make the basket dribbles the ball back to the center circle.	

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: DIRECTION AND SPACE

OBJECTIVE: THE STUDENT WILL BE ABLE TO DISTINGUISH DIRECTION, MAKE SPATIAL JUDGEMENTS AND SOLVE SPATIAL PROBLEMS.

ACTIVITIES	ACTIVITIES
"DIRECTION AND SPACE ACTIVITIES" SKILL: DISTINGUISHING DIRECTIONS - MAKE SPATIAL JUDGEMENTS - SOLVING SPATIAL PROBLEMS AREA: CLASSROOM - AUDITORIUM - PLAY AREA PLAYERS: Unlimited EQUIPMENT: None A. Can you point: In front of you? In back of you? To the side of you? To the top of the room? To the bottom of an object? B. Can you point: Over the door? Below the window? Under the chair? Between the desks? Under the desks? Between the trees?	Under your foot? Over your shoulder? Above the picture? Below the chalkboard? Over the wastebasket? Over my head? Between the goal post? C. Can you move a body part in a specific direction? Can you put your finger up? Put your head down? Teacher directs children to move assigned parts in a specific direction. Put your arms between your legs. Put your finger under your feet. Put your elbows below your hips. Put your feet over your head. Put your arms in back of you. Put your hands in front of you. Put your arms in back of your legs. Put both hands on the same side of you. Point both hands to one side of you.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: DIRECTION AND SPACE

OBJECTIVE: THE STUDENT WILL BE ABLE TO DISTINGUISH DIRECTION, MAKE SPATIAL JUDGEMENTS AND SOLVE SPATIAL PROBLEMS.

ACTIVITIES	ACTIVITIES
D. Teacher will call certain objects and student answer in spatial terms how they relate to his/her distance from the object. Can you tell me what distance you are from the waste basket? Child will move to places in the room and identifies his/her position in spatial terms to objective such as, "I am standing near the desk" or "I am far away from the waste basket." E. Fit your obstacle course so that children have to go over, under, around and through the obstacles. F. Child will move on command and follow the specific patterns with a given space. 1) Can you run forward four steps and walk backward five steps? 2) Can you put both feet together and jump to one side?	3) Can you move close to me then far away from me? 4) Can you move with a partner and go from the front of the room to the rear of the room? G. Have children jump on trampoline and state the direction he/she is jumping.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: DIRECTION AND SPACE

OBJECTIVE: THE STUDENT WILL BE ABLE TO DISTINGUISH DIRECTION, MAKE SPATIAL JUDGEMENTS AND SOLVE SPATIAL PROBLEMS.

ACTIVITIES	ACTIVITIES
"IN THE POND ON THE BANK" SKILLS: BALANCE, HOPPING, LISTENING AREA: PLAYGROUND OR CLASSROOM PLAYERS: 10-30 EQUIPMENT: None FORMATION: Two lines of equal number DESCRIPTION: Divide the class into equal teams and arrange them in files. Draw a line along the right side of each file. One side of the line is designated as the "Pond" the other side as the "Bank." A leader is designated to stand in front of the files facing them. The leader calls out "In the Pond, On the Bank" in differing order. The teams must do as the leader indicates and failure to do so eliminates that member. This process is repeated for a predetermined time and at this point the team having the greater number of players standing wins.	SUGGESTIONS: Care should be taken to see that the leader speaks distinctly and with a slight pause between commands.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BALANCE

OBJECTIVE: STUDENT WILL BE ABLE TO SUSTAIN CONTROL OF HIS/HER BODY.

ACTIVITIES	ACTIVITIES
"BALANCE ACTIVITIES" SKILL: BALANCE AREA: CLASSROOM, AUDITORIUM, OR PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered, each child selects a space A. Can you raise one hand in the air? Alternate the hands? B. Can you raise one leg in the air? Alternate the legs? C. Can you raise right arm and right leg in the air? Alternate the arms and legs? D. Can you raise left arm and left leg in the air? Alternate the arms and legs? E. Can you raise the left arm and right leg, slowly?	Ask the children to stand erect and then ask the following: A. Can you swing each arm forward then backward? B. Can you swing the arms in unison? C. Can you swing the arms in opposition? D. Can you swing each leg forward then backward?

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BALANCE

OBJECTIVE: STUDENT WILL BE ABLE TO MAINTAIN BALANCE WHILE PARTICIPATING IN BALANCE BEAM ACTIVITIES.

ACTIVITIES	ACTIVITIES
"BALANCE ACTIVITIES" SKILL: BALANCE AREA: CLASSROOM, AUDITORIUM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: Balance Beams FORMATION: 4 or 5 per balance beam DESCRIPTION: Teacher will ask the children to perform on the balance beam: A. Can you walk across the balance beam putting one foot in front of the other, heel to toe? Can you look at the end of the beam while walking? B. Can you walk slowly across the beam? C. Can you walk sideways across the board letting the right side lead? D. Can you walk backward across the beam? (Caution the children to walk slowly.)	E. Can you walk to the middle of the beam, turn half way around and walk back to the starting end? F. Can you walk to the middle of the beam, turn half way around and continue to the end walking backwards? G. Can you walk across the beam with your hands in the air? H. Can you walk across the beam with your hands clasped behind you? I. Can you walk across the balance beam with your arms folded on your chest? J. Can you walk backward across the balance beam with your arms folded on your chest? K. Can you walk across the balance beam with an eraser on your head. L. Can you walk backwead across the balance beam with an eraser on your head?

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BALANCE

OBJECTIVE: STUDENT WILL BE ABLE TO SUSTAIN CONTROL OF HIS/HER BODY.

ACTIVITIES	ACTIVITIES
"LADDER HOP" SKILL: BALANCE AREA: CLASSROOM OR PLAY AREA PLAYERS: Unlimited EQUIPMENT: Mark with lime (because of safety) or ropes placed to resemble ladder on floor or court. FORMATION: 4 or 5 per ladder Ask the students: A. Can you hop on your left foot over the rungs? Right foot? Both feet? B. Can you balance on your tip toes while I count to ten? C. Can you stand on the right foot, holding the left up, while we count to five? The left foot?	D. Can you bend over and walk like an elephant, clasping your hands? E. Can you close your eyes and stand on one foot? The other foot? F. Can you stand on your tiptoes with eyes closed, and stretch to the sky while we count to five? G. Can you fold your arms, close your eyes and stand on your right foot while we count to five? Your left foot?

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BALANCE

OBJECTIVE: STUDENT WILL BE ABLE TO MAINTAIN BALANCE WHILE PARTICIPATING IN BALANCE BEAM ACTIVITIES

ACTIVITIES	ACTIVITIES

"HOPSCOTCH"

SKILLS: HOPPING, THROWING & BALANCE

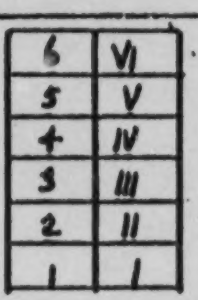
AREA: OUTSIDE--HARDTOP, INSIDE--OPEN ROOM

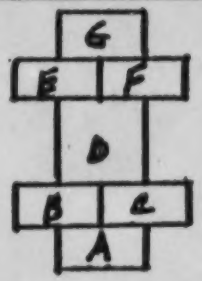
PLAYERS: Unlimited

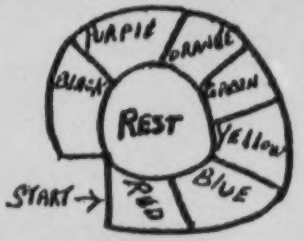
EQUIPMENT: Diagrams painted on hardtop or taped on floor and beanbags

FORMATION: Determined by diagrams

Ask the children to hop through the diagrams first on one foot and then the other. If they miss by stepping on a line or losing balance they start over again after other children in group have had a turn. Any diagram will do. The more the better, so that children do not have to wait in a long line. Divide children into groups depending on the number of available diagrams.







VARIATIONS:

1) Hop on one foot, return on the other foot.
2) Designate one block as a resting block wherein two feet may be put down (like the center of the snail).
3) Hop up forward, return hopping backward.

LOOK FOR CHILDREN WHO HAVE DIFFICULTY:

1) Keeping balance.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BALANCE

OBJECTIVE: STUDENT WILL BE ABLE TO MAINTAIN BALANCE WHILE PARTICIPATING IN BALANCE BEAM ACTIVITIES

ACTIVITIES	ACTIVITIES
2) Getting up off the ground. 3) Completing the diagram (may indicate weak leg muscles). 4) Admitting mistakes. 5) Throwing accurately. "BALANCE DODGEBALL" SKILLS: THROWING AND DODGING AREA: PLAYGROUND PLAYERS: Unlimited EQUIPMENT: A ball for each child who is "It" FORMATION: Scattered over the area DESCRIPTION: Children are scattered over the area. One or more children have a ball and are "It". Children are safe from being hit if they are balanced on one foot. This means that one foot must be off the ground, and the other foot which supports the weight must not be moved on penalty of being hit. Hits should be made below the shoulders. Anyone legally hit becomes "It."	VARIATION: Footsie Dodgeball - To be safe from being hit, the child must have both feet off the ground.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY, SPACE AND DIRECTIONAL AWARENESS

OBJECTIVE: THE STUDENT WILL DEMONSTRATE A DEVELOPING SENSE OF AWARENESS OF BODY IMAGE, DIRECTIONALITY, LATERALITY, BALANCE AND MOTOR CONTROL BY PARTICIPATING IN ACTIVITIES.

ACTIVITIES	ACTIVITIES
"FOLLOW THE LEADER" SKILL: MOVEMENT AREA: CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: Single lines DESCRIPTION: The teacher appoints one child to be the leader of each squad of 4 or 5. The followers line up behind the leader and then must duplicate each action done by the leader. It is important that the leader keeps the line moving and uses many different, interesting tasks. The leader should use a variety of locomotor movements, animal walks, and stunts. The teacher encourages movements that involve changes in speed, intensity, posture and direction. Several groups should be formed when the group is large.	"LOG ROLL" SKILL: BALANCE AREA: CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: None DESCRIPTION: Student will lie face down on mat. Place palms of hands together over head with arms straight. Student will roll full length of mat keeping body straight. The teacher asks: Can you roll all of the way down the mat?

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY, SPACE AND DIRECTIONAL AWARENESS

OBJECTIVE: THE STUDENT WILL DEMONSTRATE A DEVELOPING SENSE OF AWARENESS OF BODY IMAGE, DIRECTIONALITY, LATERALITY, BALANCE AND MOTOR CONTROL BY PARTICIPATING IN ACTIVITIES.

ACTIVITIES	ACTIVITIES
"PUSH-PULL" SKILL: BALANCE AREA: CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: None DESCRIPTION: Two students sit down facing each other with soles of feet touching and their legs flexed; the children lean forward and grasp each other's hands. They push and pull with opposing hands and arms. The teacher asks, "Can you push-pull each other?" VARIATION: Ask students to place their hands on floor near hips. The teacher asks, "Can you push-pull with your feet?" (They will execute the same movement this time with their feet.)	**"PARTNER GET-UP"** SKILL: BALANCE AREA: CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: None DESCRIPTION: Two children assume a seated position, back to back. They interlock elbows and then push against each other until they achieve a standing position (elbows still interlocked). The teacher asks, "Can you and your partner stand up while keeping your elbows locked?" VARIATION: The children start from a standing position, sit down with locked elbows, and then try to get up.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY, SPACE AND DIRECTIONAL AWARENESS

OBJECTIVE: THE STUDENT WILL DEMONSTRATE A DEVELOPING SENSE OF AWARENESS OF BODY IMAGE, DIRECTIONALITY, LATERALITY, BALANCE AND MOTOR CONTROL BY PARTICIPATING IN ACTIVITIES.

ACTIVITIES	ACTIVITIES
"WRING THE DISH RAG" SKILL: BALANCE AREA: CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: None DESCRIPTION: The partners stand face to face and clasp each other's hands. They continue to hold hands while swinging their arms upward to one side. This will cause their bodies to turn around, and they keep on turning under their arms until they have returned to the starting position. The children must swing their arms in the same direction. The teacher asks, "Can you and your partner swing your arms and turn yourself around?"	"ONE, TWO, WHAT CAN YOU DO?" SKILL: MOVEMENT AREA: CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: Circle DESCRIPTION: The children form several small circles. One child is selected to be in the middle. he/she spins around with his eyes closed, pointing with his/her finger. As he/she spins he/she says, "One, two, what can you do?" and stops on the word "do." The player to whom he/she is pointing must answer, "I can hop (or leap or crabwalk or push-up) The center player then says, "If he/she can do it, so can we, get ready to go when I count three - one, two, three." 0-3 everyone performs the specified activity. The player choosing the activity becomes the new leader.
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I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY, SPACE AND DIRECTIONAL AWARENESS

OBJECTIVE: THE STUDENT WILL DEMONSTRATE A DEVELOPING SENSE OF AWARENESS OF BODY IMAGE, DIRECTIONALITY, LATERALITY, BALANCE AND MOTOR CONTROL BY PARTICIPATING IN ACTIVITIES.

ACTIVITIES	ACTIVITIES
"DO THIS, DO THAT" SKILL: MOVEMENT AREA: CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: None DESCRIPTION: This game is not only enjoyable for children, but also may be valuable aid to the teacher in identifying children with perceptual-motor learning disabilities. The children stand facing the leader. The leader changes the position of his/her body or moves any part of his/her body and says, "Can you do this?" Immediately, the others assume the same position. If the leader changes position and says "Can you do that?" any player copying the action must be seated. The object is to see which child can remain standing for the longest time. However, the teacher should find ways to	quickly include those who have been eliminated in order to maintain interest and to assist those children having difficulty. It may be necessary, at times, to help some children decide that they have been eliminated. While playing "Do This, Do That, have children imitate the following arm movements: Extend right arm out to the side. Extend left arm out to the side. Extend both arms out. Roll right then left arm forward. Backward.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY, SPACE AND DIRECTIONAL AWARENESS

OBJECTIVE: THE STUDENT WILL DEMONSTRATE A DEVELOPING SENSE OF AWARENESS OF BODY IMAGE, DIRECTIONALITY, LATERALITY, BALANCE AND MOTOR CONTROL BY PARTICIPATING IN ACTIVITIES.

ACTIVITIES	ACTIVITIES
"SIMON SAYS" SKILL: MOVEMENT AREA: CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: None DESCRIPTION: The children stand facing the leader. The leader gives various commands involving body movement. The leader obeys all of his commands, but other players comply only when the commands are preceded by words "Simon Says." For example, the leader calls, "Simon says, touch your toes" and executes the command himself. All other players should quickly comply. If the leader calls "Squat down" (the leader obeys) the others should not move. Those who err are eliminated. Once again, the teacher should find ways to quickly include these children. For example, the first child caught moves to a designated corner or	location in the room, then moves to a second location when the next child is caught, move to the first location. The first ones eliminated may return to the game when the third player or group of players are eliminated. Thus, there is a continued rotation. This game also can be used as a way to identify children with perceptual-motor learning disabilities. Some children have difficulty locating and identifying body parts. As the children are participating in the game the following commands can be given: Touch your nose; touch your shoulder; touch your ears; touch your shoulders; touch your nose; touch your ankles; touch your elbows, etc.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY, SPACE AND DIRECTIONAL AWARENESS

OBJECTIVE: THE STUDENT WILL DEMONSTRATE A DEVELOPING SENSE OF AWARENESS OF BODY IMAGE, DIRECTIONALITY, LATERALITY, BALANCE AND MOTOR CONTROL BY PARTICIPATING IN ACTIVITIES.

ACTIVITIES	ACTIVITIES
"BUSY BEE" SKILL: MOVEMENT AREA: CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: Match each child with a partner DESCRIPTION: After selecting a leader, match each child with a partner. Partners follow the directions called out by the leader, for example: Can you put your hands, hand to hand? Elbow to elbow? Toes to toes? Back to back? Face to face?, etc. When the leader calls "Busy Bee," he/she quickly gets a partner as everyone attempts to find a new partner. The one without a partner becomes the new leader.	**"MAGIC CARPET"** SKILL: RUNNING, SKIPPING, MARCHING, HOPPING AREA: PLAYGROUND, CLASSROOM PLAYERS 10 - 100 EQUIPMENT: Chalk - Music FORMATION: Single file DESCRIPTION: Several large squares are drawn on the ground to represent the carpets. The players follow the designated leader as he skips or runs through the Magic Carpets. At a signal from the teacher, all players stop in their tracks. Those caught on Magic Carpets may be asked to drop out until the next time, or they may be asked to lead the class in an exercise, or they may be allowed three misses before they are eliminated. Signals to stop may be: the sudden cessation of music, the clapping of hands, the sound of the whistle or some other signal.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: BODY, SPACE AND DIRECTIONAL AWARENESS

OBJECTIVE: THE STUDENT WILL DEMONSTRATE A DEVELOPING SENSE OF AWARENESS OF BODY IMAGE, DIRECTIONALITY, LATERALITY, BALANCE AND MOTOR CONTROL BY PARTICIPATING IN ACTIVITIES.

ACTIVITIES	ACTIVITIES
SUGGESTIONS: 1) Make the Magic Carpets so large that the players cannot step over them. 2) Have a rule that any player going around a Magic Carpet has missed. 3) Do not eliminate players on the first miss; impose less severe penalties.	

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: FORM PERCEPTION

OBJECTIVE: STUDENT WILL BE ABLE TO IDENTIFY SHAPES UPON REQUEST, AND PARTICIPATE IN ACTIVITIES INVOLVING SHAPES.

ACTIVITIES	ACTIVITIES
"HOKEY POKEY" (with hoops) SKILL: COORDINATION AREA: LARGE SPACE INDOOR OR OUTDOOR PLAYERS: Unlimited EQUIPMENT: Hula hoop for each student, Hokey Pokey Record FORMATION: Scattered DESCRIPTION: Students perform Hokey Pokey and places hoop on part of body as it is mentioned in song. "CRAWL A SHAPE" SKILL: CRAWLING AREA: INSIDE OR OUTSIDE PLAYERS: Unlimited	EQUIPMENT: Free standing cut-out shapes of wood or boxes with shape cut in sides FORMATION: Lines of 3 or 4 DESCRIPTION: Children respond to teacher's directions Can you crawl in the square and out through the circle? "FIND A SHAPE RELAY" SKILL: RUNNING AREA: LARGE AREA SUCH AS EMPTY CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: A container for each relay team, Blocks of different shapes FORMATION: Scattered

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: FORM PERCEPTION

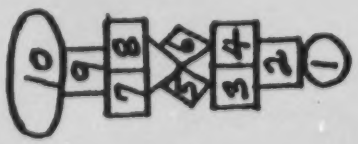
OBJECTIVE: STUDENT WILL BE ABLE TO IDENTIFY SHAPES UPON REQUEST, AND PARTICIPATE IN ACTIVITIES INVOLVING SHAPES.

ACTIVITIES	ACTIVITIES
DESCRIPTION: Teacher calls out: Can you find blocks that are the shape of a <u>triangle?</u> "Ready, set, go!" Children rush to pick up only one block at a time, and brings it to the container in the front of his/her team, tags the next player and goes to the end of the line. VARIATION: The first two students in the line pick up only circles and the second student picks up squares, etc. <u>"ROPE A SHAPE"</u> SKILL: COORDINATION AREA: CLASSROOM OR PLAY AREA PLAYERS: Unlimited EQUIPMENT: One rope per child FORMATION: Scattered DESCRIPTION: Each child when directed by the	teacher will make a shape on the floor and then will work on the shape. The teacher asks: Can you make a <u>square</u> with your rope? Now you can walk around that <u>square</u>? VARIATION: The teacher may direct the students to make numbers, and alphabets. Can you make the <u>alphabet</u> your name begins with?

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: FORM PERCEPTION

OBJECTIVE: STUDENT WILL BE ABLE TO IDENTIFY SHAPES UPON REQUEST, AND PARTICIPATE IN ACTIVITIES INVOLVING SHAPES.

ACTIVITIES	ACTIVITIES
"GEOMETRIC HOPSCOTCH" SKILL: HOPPING AREA: PLAY AREA PLAYERS: Unlimited EQUIPMENT: Hopscotch painted on hard surface 3' x 10'-small shapes cut from rubber. FORMATION: Scattered DESCRIPTION: Students will identify shapes when presented by teacher. The teacher asks: Can you tell me what shape this is? Who can tell me what shape this is? Teacher will give student a wooden shape and ask student to name it and throw the shape to the proper shape and hopscotch. Student then hops to the proper shape and back. The teacher asks: Can you throw a shape to the proper shape on the hopscotch?	Can you hop there and back? **If your principal will put in a work order with the maintenance department, they will come out and paint this design (or others) on your basketball court. To teach concept of left and right have student hop on right foot through the hopscotch then hop back on the left foot. The teacher asks: Can you hop on your right foot through the hopscotch and back? Left foot? To teach number concept have student hop to shape and identify number. The teacher asks: Can you hop to the_____and tell me the number in that shape? 

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: AUDITORY DISCRIMINATION ACTIVITIES

OBJECTIVE: THE STUDENT WILL BE ABLE TO DISCRIMINATE AND NAME VARIOUS SOUNDS WITHOUT USE OF VISUAL CLUES.

ACTIVITIES	ACTIVITIES
"BOUNCING BALL" SKILL: IDENTIFICATION AREA: CLASSROOM OR PLAY AREA PLAYERS: Unlimited EQUIPMENT: One utility ball FORMATION: Circle DESCRIPTION: Ask student to sit in a circle with the teacher or leader in the middle. The leader bounces the ball a number of times. Students must identify number of times the ball is bounced by standing and doing the jumping jacks that many times. The teacher asks: Can you tell me how many times I bounced this ball by standing and doing that many jumping jacks?	**"GOOD MORNING"** SKILL: AUDITORY DISCRIMINATION AREA: CLASSROOM PLAYERS: Unlimited EQUIPMENT: None FORMATION: Class members sit in their desks. One person in front of everyone and his/her back to the class members. DESCRIPTION: Select a student to go to the front of the room and stand with his/her back to the other children. The teacher designates another student to advance to the standing child, tap him/her on the back and says, "Good Morning, (name)." (Use childs real name). Without turning around, attempt to guess the name of the child that tapped him/her. If he/she who gets only three chances, can name the child who tapped him, then (name) can remain in the front of the room. If he/she fails to guess correctly, then (name) must return to his/her seat, and the person doing the tapping will be the next leader.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: AUDITORY DISCRIMINATION ACTIVITIES

OBJECTIVE: THE STUDENT WILL BE ABLE TO DISCRIMINATE AND NAME VARIOUS SOUNDS WITHOUT USE OF VISUAL CLUES.

ACTIVITIES	ACTIVITIES
"SOUND IDENTIFICATION" SKILL: AUDITORY DISCRIMINATION AREA: CLASSROOM PLAYERS: Unlimited EQUIPMENT: A stand with two six foot stove pipes FORMATION: Single lines DESCRIPTION: The teacher stands behind the stove pipe and drops a ball into the tops of one of the pipes. The student listens for the rolling ball, and catches it as it rolls from lower end of one of the pipes. Auditory Discrimination is reinforced if this is repeated several times. Students are busy at a variety of other stations.	"HIDE THE BEANBAG" SKILL: LISTENING AREA: CLASSROOM PLAYERS: 15-20 EQUIPMENT: Beanbag (small) FORMATION: Scattered DESCRIPTION: One child is the searcher and stands to the side with his eyes covered. The remainder of the children are scattered, sitting Indian style. One child is given the beanbag to hide by sitting on it. The searcher uncovers his eyes and moves among the group trying to find the child who has the beanbag. He is aided by the children who clap softly as he moves, clapping louder when he gets close to the one with the beanbag. He is allowed three guesses to identify the one with the bag. If he is correct, he chooses another child to be the searcher. If he fails to guess

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: AUDITORY DISCRIMINATION ACTIVITIES

OBJECTIVE: THE STUDENT WILL BE ABLE TO DISCRIMINATE AND NAME VARIOUS SOUNDS WITHOUT USE OF VISUAL CLUES.

ACTIVITIES	ACTIVITIES
the correct child in three tries, the child with the beanbag becomes the new searcher. The teacher should choose the child to hide the beanbag. This offers an excellent opportunity to involve shy children in a game.	

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: SPATIAL AWARENESS

OBJECTIVE: THE STUDENT WILL DEVELOP AN AWARENESS OF HIS/HER SPACE IN RELATION TO OTHERS.

ACTIVITIES	ACTIVITIES
"CIRCLES" SKILL: JUDGMENT IN SPACING AND TIMING AS WELL AS LOCOMOTOR SKILLS OF WALKING, JUMPING, ETC. AREA: INSIDE OR OUTSIDE PLAYERS: Unlimited EQUIPMENT: A short rope for each student FORMATION: Set up four groups of imaginary circles on the floor with six to eight ropes in a circle. Have one student to each rope. DESCRIPTION: The problem is spacing. Student must develop awareness of where to speed up and slow down to keep an even distribution around the circle. The teacher gives commands: 1) Can you move forward, backward and sideward over the ropes? 2) Can you go over each rope a different way?	3) How high can you get into the circle and back to place. The first one seated upright and motionless is declared the winner. Different kinds of locomotor movements can be specified, such as skipping, galloping, walking, etc. After a period of play, leave the markers on the floor and have the students move one place to the left. VARIATIONS: Use shapes, instead of colors. Use a circle, triangle, square, rectangle, star, diamond. Use numbers.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEMONSTRATE THE ABILITY OF THROWING, CATCHING AND HITTING BY PARTICIPATING IN TEAM SPO..TS ACTIVITIES.

ACTIVITIES	ACTIVITIES
"BEAT BALL" (Grades 2-3) SKILL: THROWING, RUNNING, CATCHING AREA: LARGE PLAYGROUND PLAYERS: 6-15 EQUIPMENT: Four bases, softball diamond, 1 ball FORMATION: One team at bat - Another in field DESCRIPTION: A player bats/throws the ball into the Out Field, then runs around all the bases and tries to reach home before the ball does. The fielder starts the ball at second base, trying to get it from second to third to Home before the runner reaches Home. The fielder must have one foot on the base before throwing the ball. The teams change sides when everyone has had two chances to bat. The team scoring the most Runs wins.	"SNOWBALL" SKILL: THROWING AREA: GYMNASIUM OR HARD SURFACED AREA, INSIDE BETTER THAN OUTSIDE. A PLAYING AREA 50' to 60' LONG AND APPROXIMATELY 30' WIDE DIVIDED BY A CENTER LINE--AT THE REAR OF EACH HALF OF THE AREA IS AN END LINE CONNECTING THE SIDE LINES PLAYERS: Unlimited EQUIPMENT: Fleece balls, yarn balls, paper balls DESCRIPTION: Divide group in two equal teams. Each team takes any position desired on each side of the center line. Any number of snowballs may be used, dividing balls equally among both teams. Five to six balls for each team are good for best action. (The more balls used the faster the game.) Start game on signal and have players throw balls at opponents across the center line. A ball striking any part of a player retires that player to the bench or sidelines. (These players retrieve balls thrown out of court for their team but may not throw at opponents.) Game ends when

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEMONSTRATE THE ABILITY OF THROWING, CATCHING AND HITTING BY PARTICIPATING IN TEAM SPORTS ACTIVITIES.

ACTIVITIES	ACTIVITIES
one team is reduced to only one player (more or less optional). RULES ARE: 1) All players must remain inside boundary lines (unless permitted to retrieve ball) and must make all throws from within boundaries. Penalty: out of game for stepping over or throwing from out of boundary lines. Center line may not be crossed. 2) Balls that bounce from floor and hit a player are not counted as a hit. 3) A player who attempts to catch a ball and misses is out. A "caught" ball puts the thrower out of the game providing the ball was caught on the fly. 4) A player may have only one ball in his hands at a time unless there are less than five players on his side. TEACHING SUGGESTIONS:	1) Players should be encouraged to throw from as close to center line as possible to ensure better chance of a hit. 2) Encourage several players to direct throws at one player at same time. 3) Encourage aggressive offensive action. "OVERHEAD" SKILLS: THROWING, CATCHING AREA: PLAYGROUND PLAYERS: 8 EQUIPMENT: Utility ball or bean bag FORMATION: Thrower stands with back to group ten to fifteen feet away DESCRIPTION: For the players other than the Thrower to become the Thrower by catching the ball before it touches the ground. For the thrower to toss the ball back over his head in such a

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ACTIVITIES	ACTIVITIES
way that the other players have an opportunity to catch it. RULES: One player, selected by the leader to be the Thrower, is given the ball. The player stands with his back to the other players about ten to fifteen feet in front of the group. At a signal from the leader, the Thrower tosses the ball back over his head high enough into the air that all players will have an opportunity to catch it before it touches the ground. When the ball has been tossed into the air, the players, other than the Thrower, attempt to catch it on the fly. Should a player catch the ball, he becomes the Thrower and takes his place in the Thrower's position. The original Thrower joins the other players.	"SQUAT BALL RELAY" SKILLS: PASSING AREA: 15' x 15' PLAYERS: 10-30 EQUIPMENT: Two junior basketballs FORMATION: As indicated DESCRIPTION: A starting line and a goal line are established. The teams line up in single file behind the starting line. There is a leader in front of each line. The leader has a basketball and on signal passes the basketball to the number one player at the front of the line. As soon as the number one player has caught the pass, he returns the ball to the leader and squats down. If the ball is not caught, the player recovers the ball and returns it to the leader for another throw. The game is repeated by the leader throwing the ball to each player until the ball reaches the last player in line. When the last player in line receives the ball, he runs to the front assuming the leaders position. The

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEMONSTRATE THE ABILITY OF THROWING, CATCHING AND HITTING BY PARTICIPATING IN TEAM SPORTS ACTIVITIES.

ACTIVITIES	ACTIVITIES
former leader moves to the head of the line with the entire line returning to a standing position. The entire process is repeated until the original leader is back in his position in front of the line. The team which has its leader back in the original position first wins.	file formation, in turn, dribble the ball around the circle. On a signal the ball is started around the circle to the right. At the same time the first player in file starts to dribble. After each circuit of the ball the player who started the throw calls the number of the completed circuits. The player who started the dribble completes his turn around the circle, passes the ball to the next player and moves to the end of his line. After all file players have had a turn to dribble they squat. At this time the number of times the ball was passed around the circle is the score for the "X" team. The teams change places and the game is repeated. The team scoring the greatest number of passes is the winner.
"TADPOLE RELAY" SKILLS: PASSING, CATCHING, DRIBBLING, RUNNING AREA: PLAYGROUND OR GYMNASIUM PLAYERS: 10 - 30 EQUIPMENT: One junior size basketball FORMATION: Two teams "O" and "X" ("O" forms a circle and "X" stands in a file 6 to 8 feet from the circle.) DESCRIPTION: The object of the game is for the circle players to pass the ball around the circle to see how many complete circuits can be made while the players in	SUGGESTIONS: 1) Use a variety of passes. Example: Use a chest pass on the first circuit, a bounce pass the second circuit and after that alternate passes for each circuit. Or, the first passer passes a chest pass, the second a bounce pass.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEMONSTRATE THE ABILITY OF THROWING, CATCHING AND HITTING BY PARTICIPATING IN TEAM SPORTS ACTIVITIES.

ACTIVITIES	ACTIVITIES
Continue having players alternate the passes as the ball moves around the circle. 2) With an uneven number of players a problem arises which must be solved before the game starts. Let children discover what problem results from the uneven number and then find the solution. First they should discover <u>when</u> the uneven number presents a problem which cannot be solved, the usual way of having the first person on the team with the fewer players go twice. The answer, of course, is when the smaller team is in the circle. Why? Because each time the ball makes a circuit it is passed one less time. Solution: Each time the ball completes a circuit it continues one person beyond the player who started it in that circuit. This means that after each circuit a different player will call the number of the circuits completed. Example: If 1 starts the ball around the circle it must come around to 2 before one circuit is completed. 2 then calls "one"	to indicate that one circuit has been completed. The ball now starts its new circuit from 2. This time it must reach 3 who calls "two" to indicate the number of circuits. 3) Let children figure out how to play the game with more groups so that there is more participation for all. Example: Divide each team in two: X_1 and X_2 form circles. O_1 and O_2 form the files. The game is played with the two groups playing at the same time. When both groups finish the scores of X_1 and X_2 are combined to give the X team their score. Repeat with O_1 and O_2 forming the circle.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP AN AWARENESS OF THE HANDS WORKING TOGETHER, SEPARATELY, AND IN VARYING DEGREES OF UNITY, AS WELL AS, MAINTAINING BALANCE, AGILITY AND DIRECTIONALITY WHILE PARTICIPATING IN ACTIVITIES REQUIRING EYE-HAND COORDINATION.

ACTIVITIES	ACTIVITIES
17) In pairs, one holds beanbag at arms length and releases it at anytime. Partner stands with one hand above beanbag and tries to catch it before it reaches the floor. "BEANBAG THROW" SKILL: EYE-HAND COORDINATION, THROWING FOR ACCURACY AREA: CLASSROOM, GYMNASIUM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: Beanbag for each student and targets of various shapes and sizes (Box, waste basket, hoops, bicycle tire, bowling pins, or barrels.) FORMATION: Scattered DESCRIPTION: The students stand behind a line with a target six feet away and follow commands of teachers on ways to throw at target.	1) Can you throw the beanbag underhand with both hands and hit the target? 2) Show me how to throw with one hand underhand. 3) Who can throw overhand and hit the target? 4) Can you move ten feet away and still hit the target? 5) Show me another way to throw at the target.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING, AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
"BEANBAG" SKILL: EYE-HAND, EYE-FOOT COORDINATION AREA: BASKETBALL COURT, PLAY AREA, CAFETORIUM EQUIPMENT: 1 beanbag per child FORMATION: Scattered ALONE 1) Use locomotor movements to maneuver between bean bags. 2) Draw circles or letters in the air with a beanbag in one hand. 3) Throw beanbag up and catch. 4) Throw, step, and catch beanbag. 5) Throw up, clap hands, and catch beanbag. 6) Throw and catch while walking and running.	7) Throw, jump, and catch beanbag. 8) Throw bag with right hand, catch with left, and vice versa. 9) Throw beanbag for distance. 10) Throw a beanbag at or into an object. 11) Throw from one hand to the other overhead. 12) Throw back overhead, turn to catch beanbag. 13) Throw the beanbag up under alternate legs and catch. 14) Crouch; jump with beanbag held between feet. 15) Beanbag on floor - jump or hop over it, forward, backward, sideward, and so on. 16) Jump for distance over beanbag. 17) Drop bag to the right side, reach with left hand to catch it, and reverse (both sitting and standing).

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

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ACTIVITIES	ACTIVITIES
18) While standing, throw the beanbag with one foot and catch. 19) Lie on back, drop bag overhead with feet, stretch and pick it up. COUPLE ACTIVITIES 1) Throw underhand to partner. 2) Throw with right hand to partner, who catches with right hand; reverse hands. 3) Throw and catch with partner while walking and running. 4) Throw to partner a certain number of times and exchange places. 5) Sit on floor with beanbag on feet, throw in front for partner to catch. 6) Sit on floor, throw bag overhead for partner to catch. 7) Student throws beanbag up with his/her feet and partner catches it.	"PARTNER'S BALL" SKILLS: THROWING, KICKING, BOUNCING AND CATCHING AREA: PLAYGROUND PLAYERS: Unlimited EQUIPMENT: 1 ball per every two students DESCRIPTION: Partners face each other 10' apart. Different skills may be practiced: Kick the ball back and forth, bounce, catch and maybe roll (within two minutes). How many passes can partners make without missing the ball.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP AN AWARENESS OF THE HANDS WORKING TOGETHER, SEPARATELY, AND IN VARYING DEGREES OF UNITY, AS WELL AS, MAINTAINING BALANCE, AGILITY, AND DIRECTIONALITY WHILE PARTICIPATING IN ACTIVITIES REQUIRING EYE-HAND COORDINATION.

ACTIVITIES	ACTIVITIES
"BALLOONS" SKILL: EYE-HAND COORDINATION, VISUAL JUDGMENT OF SPEED AND LOCATION AREA: CLASSROOM GYMNASIUM EQUIPMENT: Balloon for each student PLAYERS: Unlimited FORMATION: Scattered DIRECTION: Students are in scattered formation with an inflated balloon. Students will perform activities on command of teacher. 1) Can you hit the balloon with your open hand (s)? 2) Can you use another part of your body to hit the balloon? 3) How many different parts of your body can you use to keep the balloon in the air?	4) Show me how long you can keep the balloon in the air. 5) Can you hit the balloon and walk (run, gallop, skip, slide, and leap) at the same time? 6) How far can you hit the balloon? 7) Can you hit the balloon against the wall? 8) How many times can you hit the balloon using your hand? 9) Show me how many ways you can hit the balloon to a partner.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEMONSTRATE THE ABILITY OF THROWING, CATCHING AND HITTING BY PARTICIPATING IN TEAM SPORTS ACTIVITIES.

ACTIVITIES	ACTIVITIES
"BAT IT AND RUN" (Grades 2-3 SKILLS: BATTING, RUNNING, FIELDING AREA: LARGE PLAYGROUND PLAYERS: 6-15 per team EQUIPMENT: 1-6 playground balls, two bases, and one batting tee FORMATION: Scattered DESCRIPTION: The first player up will place the ball on the batting tee, hit it into the field as far as he can, run and tag first base, and return to home plate. The team in the field recovers thrown ball and relays it to the catcher standing on home plate. If the runner beats the ball home, he scores one run. If the ball is in the catcher's hands and the catcher has one foot on home plate before the runner gets home, the runner is out. Three outs and the teams change places.	"HIT THE BAT" (Grades 2-3) SKILLS: BATTING, CATCHING, ROLLING, HITTING AREA: LARGE PLAYGROUND PLAYERS: 5-20 EQUIPMENT: Bat and ball FORMATION: Scattered DESCRIPTION: One student is the batter. The rest of the students are fielders. The batter will throw the ball up and hit it; he/she then places the bat on the ground in front of him. If no fielder stops or catches the ball, it is thrown back to the batter to be hit again. If a fielder does catch or stop the ball, he rolls it at the bat from the spot he caught it. If the ball hits the bat, the fielder becomes the next batter and the batter becomes the fielder. If the ball does not hit the bat, the same batter will bat again, and the game continues in this manner.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEMONSTRATE THE ABILITY OF THROWING, CATCHING AND HITTING BY PARTICIPATING IN TEAM SPORTS ACTIVITIES.

ACTIVITIES	ACTIVITIES
"TARGET PITCH" (Grades 2-3) SKILL: PITCHING AREA: LARGE TARGET DRAWN ON A WALL PLAYERS: 5-10 per team EQUIPMENT: 4 softballs per target FORMATION: The target is drawn on the wall. The strike zone is in accordance with the age group of the players. Approximately 36" x 18" and 20" above the floor. The pitching line is drawn 35' away from the wall. The students play against one another, each representing the pitcher for a team. PROCEDURES: Every student(when his turn) pitches no more than seven balls. He/she tries to get a combination of three strikes or hits within the target to make an out. If he/she gets four balls or misses before getting three strikes within the seven pitches, the other player gets a run. The	player with the most runs is the winner. "FLYS AND GROUNDERS" (Grades 2-3) SKILLS: BATTING, FIELDING, THROWING AREA: LARGE PLAYGROUND PLAYERS: 6-15 EQUIPMENT: Six balls and batting tee FORMATION: Scattered (batter & players) DESCRIPTION: The batter hits the ball into the field. Each time a player is in position to"field a ball", he yell's "Ball" and attempts the play. If he/she catches a Fly ball, he receives 5 points. If he/she catches a Fly on the first bounce, he/she gets 3 points. If he/she catches a Grounder, he/she receives one point. The player reaching 15 points first takes the place of the batter who goes into the field.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEMONSTRATE THE ABILITY OF THROWING, CATCHING AND HITTING BY PARTICIPATING IN TEAM SPORTS ACTIVITIES.

ACTIVITIES	ACTIVITIES
"BEANBAG TOSS TARGET" SKILL: THROWING AREA: CLASSROOM OR COURT PLAYERS: 6 - 10 EQUIPMENT: Beanbags, wastebaskets, hoops, and circles drawn on the floor FORMATION: Line DESCRIPTION: Players stand six feet away from the target with four beanbags, and try to get their bags in or on the objects they are throwing to. **NOTE: Target Games. Wastebaskets, hoops, circles drawn on the floor, and other devices can provide targets for beanbag tossing. Target boards with cutout holes are available on the commercial market. Holes can be triangles, circles, squares, and rectangles, stressing form concepts.	"BAG IN THE RING" SKILL: THROWING AREA: PLAYGROUND PLAYERS: 8 EQUIPMENT: Three beanbags for each team FORMATION: Two equal teams DESCRIPTION: Players are divided into two equal teams and arranged behind the starting line. The first player on each team is given three beanbags. At a signal from the leader the first player on each team tosses each beanbag, one at a time, toward the ring. When the players have finished their three throws they go and stand by their beanbags until the scorekeeper has announced their scores. As the players pick up their beanbags, return them to the next player on their respective teams, and go to the end of their line, the scorekeeper records the scores.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEMONSTRATE THE ABILITY OF THROWING, CATCHING AND HITTING BY PARTICIPATING IN TEAM SPORTS ACTIVITIES.

ACTIVITIES	ACTIVITIES
As soon as the score has been recorded, the second player on each team begins tossing his beanbags. The play continues in this way until the end of the playing period. Each beanbag which comes to rest wholly within the ring scores one point. The team which has the greater number of points at the end of the playing period is declared the winner. NOTE: If there are an even number of players the leader shall play and act as scorekeeper. If there are an odd number in the group the leader may either stay out of the game and keep score or appoint someone else to do so.	"BOUNCE AND PASS RELAY" SKILL: BALL BOUNCING AREA: BASKETBALL COURT OR PLAY AREA PLAYERS: Unlimited EQUIPMENT: Utility balls FORMATION: CIRCLE DESCRIPTION: Divide the class into two equal teams forming circles. The leader of each team will be in the center of the circle. At the signal "go" each leader will bounce the ball to a player on the circle in a counter clockwise manner until he has finished. The player on the circle will return the ball to the leader by bouncing it and then squatting. The circle with all its players down in a squatting position is the winner.
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I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP AN AWARENESS OF THE HANDS WORKING TOGETHER, SEPARATELY, AND IN VARYING DEGREES OF UNITY, AS WELL AS, MAINTAINING BALANCE, AGILITY AND DIRECTIONALITY WHILE PARTICIPATING IN ACTIVITIES REQUIRING EYE-HAND COORDINATION.

ACTIVITIES	ACTIVITIES
"DEVELOPMENTAL BEANBAG ACTIVITIES" SKILL: EYE-HAND COORDINATION, THROWING, CATCHING, VISUAL ADAPTATION TO SPEED AND LOCATION AREA: CLASSROOM, GYMNASIUM OR PLAY AREA PLAYERS: Unlimited EQUIPMENT: Beanbag for each individual DESCRIPTION: Each student will perform a task with a beanbag upon commands given by the teacher. These tasks should be phrased in an indirect manner through questions such as: Can you... Could you... Who can... Let's see if ... Try to... How much... How can you... Find a way... If you... Should you... Will you... What other way... 1) Walk in single circle formation with	beanbag on head. (Run, skip, hop, march and duck walk.) 2) Hold beanbag in right hand, raise hand over and behind head, drop beanbag to left hand which is behind back waist high. 3) Stand astride, right arm sideways holding beanbag, drop, twist, to catch with left hand without moving feet. 4) Stand astride, with beanbag on head. Tilt head forward, keep knees straight and feet still, pick up beanbag. 5) Hold beanbag chin level. Allow to drop-catch in full knee bend position before it hits the floor. 6) Stand astride with beanbag on head. Tilt head backwards allowing beanbag to fall to floor. Retrieve beanbag between legs keeping knees straight. 7) Face center, throw beanbag into the air, execute following activities before catching:

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO CONTROL THE CENTER OF GRAVITY IN ALL THREE ASPECTS OF BALANCE - STATIC (IN PLACE), DYNAMIC (MOVING) AND ROTATIONAL (IN FLIGHT.)

ACTIVITIES	ACTIVITIES
"BALANCE BEAM OR WALKING BOARD" SKILL: BALANCING AREA: INSIDE PLAYERS: Unlimited EQUIPMENT: Low balance beam or walking board FORMATION: Small groups A focal point should be established to keep students looking straight ahead and prevent him/her from looking at the feet. A. Walking Forward - eyes on the far end of beam. Ask students: 1) Can you walk with the arms straight out to the sides? 2) Can you walk with arms held down against the sides of the body?	3) Can you walk with arms straight out in front of the body? 4) Can you walk with arms straight up overhead? 5) Can you walk with arms folded across the chest? 6) Can you walk with hands held together behind the back? 7) Can you walk with hands held together behind the neck? 8) Can you walk on tiptoes? 9) Can you walk on your heels? 10) Can you walk with right foot always in front? 11) Can you walk with left foot always in front? 12) Can you walk to the center, balance on one foot and then continue forward to the end.

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SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO CONTROL THE CENTER OF GRAVITY IN ALL THREE ASPECTS OF BALANCE - STATIC (IN PLACE), DYNAMIC (MOVING) AND ROTATIONAL (IN FLIGHT).

ACTIVITIES	ACTIVITIES
13) Can you walk to the center, turn around, and continue forward to the end? 14) Can you walk to the end, turn around, and return to the beginning point? 15) Can you walk with a beanbag or eraser balanced on the head? 16) Can you walk with a beanbag or eraser balanced on the back of each out-stretched hand? 17) Can you walk to the center, kneel on one knee, rise, and continue forward to the end? 18) Can you walk on hands and feet, like a "cat walks?" B. WALKING BACKWARD: 1) Ask students the questions under the "walking forward" section. 2) Can you walk with eyes closed?	3) Can you walk to center of beam, turn around and walk back? C. WALKING SIDEWARD (SLIDING): 1) Ask students some of same questions in the "walking forward" section. 2) Can you walk leading with the right foot the full length of the beam and return leading with the left foot? 3) Can you walk to the center of the beam, turn and walk forward to the end? 4) Can you walk leading with the left foot to the center of the beam, turn around to lead back with the right foot? 5) Can you walk to the center of the beam and then turn and walk backward to the end? 6) Can you walk alternating the lead foot with a crossover step?

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO CONTROL THE CENTER OF GRAVITY IN ALL THREE ASPECTS OF BALANCE - STATIC (IN PLACE), DYNAMIC (MOVING) AND ROTATIONAL (IN FLIGHT).

ACTIVITIES	ACTIVITIES
7) Can you walk leading with right foot to center, turn and walk backward to the end: come back to the center walking forward, turn to slide, leading with the left foot to the end? D. BALANCE 1) Maintain balance on the board and catch a ball; bounce a ball; identify body parts. 2) Walk to center of beam and carry a weighted object in one hand to the end of beam (a bucket, book, etc.). 3) Walk to the center of the beam, step over a stick held knee high and continue to end of beam. 4) Walk backward on the beam, hold arms outward, palms up and palms down.	"FLAT LADDER WALKING" SKILL: BALANCING, SPACE AWARENESS AREA: INSIDE PLAYERS: Unlimited EQUIPMENT: Flat ladders FORMATION: Small groups On the sides of the ladder, ask students any of the questions listed under Walking Forward, Backward or Sideward on the balance beam. 1) Can you walk with one foot on each side? 2) Can you walk up one side, cross over and come back on the other side? 3) Can you walk with one foot and one hand on each side? On the rungs of the ladder ask students any of the following questions under Walking Forward, Backward or Sideward on the balance beam.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO CONTROL THE CENTER OF GRAVITY IN ALL THREE ASPECTS OF BALANCE - STATIC (IN PLACE), DYNAMIC (MOVING) AND ROTATIONAL (IN FLIGHT).

ACTIVITIES	ACTIVITIES
1) Can you walk on the rungs and return on one of the sides? 2) Can you walk up the rungs and return with one foot on each side? 3) Can you walk on the rungs and return with one foot and one hand on each side? 4) Can you walk forward on the rungs, return sideward on the right side leading with the right foot? 5) Can you walk backward on the rungs, return sideward on the left leading with the left foot? In the spaces between the rungs ask students any of the questions under Walking Forward, Backward or Sideward on the balance beam. 1) Can you hop over the rungs on the right foot going up on the left foot coming back? 2) Can you jump over the rungs?	3) Can you leap over the rungs? 4) Can you hop over the rungs? VARIATIONS: 1) Raise one end of the ladder about one foot to make an incline. 2) Prop the ladder (or two children hold it) up on its side. Ask students "Can you go through the spaces between the rungs?" 3) Partner stunts with one child walking on each side of the ladder.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

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ACTIVITIES	ACTIVITIES
"BALANCE BOARDS" SKILL: BALANCING AREA: INSIDE PLAYERS: Unlimited EQUIPMENT: Balance boards FORMATION: Small groups If there is not a balance board for each child, it is suggested that some of the children work on the mats or the "canstilts" stations. Change stations every 4 or 5 minutes. Keep the board level between or during each of the following stunts. Ask students: 1) Can you touch the right edge of the board to the floor? 2) Can you touch the left edge of the board to the floor?	3) Can you touch the front edge of the board to the floor? 4) Can you touch the rear edge of the board to the floor? 5) Can you balance while moving arms up? to the right? to the left? to the back? in front of you? 6) Can you balance while touching different body parts? (eyes, knees, ankles, etc.) 7) Can you place a beanbag or an eraser on the board between the feet and bend down to pick it up. 8) Can you twist to the side, so that the top board turns on the bottom board? 9) Can you stand on one foot on the board?

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP AN AWARENESS OF THE HANDS WORKING TOGETHER, SEPARATELY, AND IN VARYING DEGREES OF UNITY, AS WELL AS, MAINTAINING BALANCE, AGILITY AND DIRECTIONALITY WHILE PARTICIPATING IN ACTIVITIES REQUIRING EYE-HAND COORDINATION.

ACTIVITIES	ACTIVITIES
Clap hands once. Clap hands twice, etc. Touch knees Touch toes Clap hands behind back Clap hands behind back then front Slap thighs Make a 360° turn Throw while standing, sit to catch Throw while standing, lie down to catch 8) Throw to self and (catch) between throwing and catching do "Morning Clean Up." Wash hands Wash face Wash neck Put on shoes Brush teeth, etc. 9) Throw to self and catch. With legs crossed On one foot Kneeling Sitting (While doing so execute items from 7-8)	10) Hands and knees on floor with beanbag on small of back, without moving hands or knees, shake beanbag off. 11) Cross legs, sit with beanbag on head. Get up without using hands or knees and not losing beanbag. 12) Stand on one leg with beanbag in hands. Slowly place beanbag on floor without losing balance. Place hands on each side of beanbag, bend arm slowly to touch beanbag with forehead. 13) Place beanbag between feet, "jump" beanbag to hands. 14) Place beanbag on instep - toss beanbag to self. 15) Place beanbag on instep - toss beanbag and balance on top of head. 16) Place beanbag on instep - toss beanbag to partner.

I. CONCEPT: PERCEPTUAL- MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO CONTROL THE CENTER OF GRAVITY IN ALL THREE ASPECTS OF BALANCE - STATIC (IN PLACE), DYNAMIC (MOVING) AND ROTATIONAL (IN FLIGHT).

ACTIVITIES	ACTIVITIES
VARIATIONS: 1) Partner activities exchanging bean-bags or sponge balls. 2) Use a round dowel stick (wand broom stick, etc.) as the bottom board. "CANSTILTS" SKILL: BALANCE, SPACE AWARENESS, COORDINATION AREA: INSIDE PLAYERS: Unlimited EQUIPMENT: Canstilts FORMATION: Scattered DIRECTIONS for making canstilts are in the "homemade Equipment" section. To walk on the "canstilts," tell students to place the foot on the top of the can	in the center of the string loop and pull up on the string to keep the can under the foot. After mastering the ability to walk forward, ask the students: 1) Can you walk backward? 2) Can you walk sideward leading left, then right? 3) Can you jump? 4) Show me how to turn around in place with tiny steps. 5) Can you walk up a step, turn around and walk down? 6) Will you walk in the spaces between the rungs of a flat ladder? Ask the students to create their own stunts once they get the feel of the can as part of the feet.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO CONTROL THE CENTER OF GRAVITY IN ALL THREE ASPECTS OF BALANCE - STATIC (IN PLACE), DYNAMIC (MOVING) AND ROTATIONAL (IN FLIGHT).

ACTIVITIES	ACTIVITIES
VARIATIONS: 1) Static balancing on the cans frees the hands to do many of the stunts mentioned on the balance board, i.e., arms in different positions; touching body parts, picking up objects on the floor, throwing, catching, etc. 2) Balance on one foot on one can. 3) Balance a beanbag or an eraser on the head as you walk. 4) Balance a beanbag on one foot while it is held up.	

I. CONCEPT PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING, AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
"CIRCLE KICK BALL" SKILL: KICKING A STATIONARY AND MOVING BALL AREA: LARGE OPEN IN-DOOR AREA, PLAYGROUND PLAYERS: 6 to 8 per circle EQUIPMENT: 10" Utility ball FORMATION: Arrange players in circles One player is given a ball which is placed on ground in front of kicking foot. On teacher's signal, ball is put into play by kicking it toward another player in the circle. All players are given a turn to kick the ball, each kicker trying to kick the ball toward another player. Other players try to avoid letting the ball go between their legs or out of the circle. If a player fails to stop the ball, he/she retrieves it and puts it back in play. Ball must be kicked in the circle. The player permitting the ball to go out is only player allowed to leave circle.	**"WALKING ON THE LINES ON THE FLOOR"** SKILL: BALANCE AREA: INSIDE, BASKETBALL COURT EQUIPMENT: Tape, rope or chalk if no lines on the floor FORMATION: Scattered on lines WALKING FORWARD 1) Ask children to pick a line or crack on the floor and stand on it with the toes and heels of both feet on the line. Ask them to try to see if they can walk with balance on the line, keeping the same foot forward. Suggest the students put their arms out to the side. 2) Try walking, alternating the lead foot.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

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ACTIVITIES	ACTIVITIES
Suggest that students keep their eyes ahead on the line, rather than looking down at the feet. 3) Ask them to try walking on their tiptoes and then only on their heels, staying always on the line. 4) Ask them to walk the line as tall and straight as they can, and then try walking with the knees slightly bent. 5) Ask students to try walking forward with the arms in different positions; (straight down at the sides; straight up overhead; folded across the chest; straight out to the sides). WALKING BACKWARD Ask students to stand on a line (lines may be made with tape or chalk.) Ask them to walk backward on the line keeping the same foot in the lead. Try it with the other foot in the lead. Then try walking backward in the	normal manner. Ask them which way seemed more difficult, walking forward or backward. Ask students to try walking backwards with the variations mentioned under walking forward: (1) on toes and then on heels (2) knees slightly bent and knees straight; and (3) different arm positions. WALKING SIDEWARD Ask students to stand on a line on the floor. Ask students to try sliding along the line sideways on the part of the feet they think will work best to keep the body balanced. Ask them to try walking to the side, crossing one foot over the other. Try walking to the side in the other direction. Ask students to try sliding sidewards with the variations mentioned under walking forward: (1) on toes and on heels; (2) knees slightly bent and knees straight; and (3) different arm positions.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
"KICKING A STATIONARY OR MOVING OBJECT" SKILL: EYE-FOOT COORDINATION AREA: PLAYGROUND OR CLASSROOM PLAYERS: Unlimited EQUIPMENT: Balloons, various size balls, lines on floor, markers FORMATION: Column Have a balloon/ball for each student. Ask student to kick the balloon/ball in response to teachers command, using first right foot then left. 1) Show me how high/far you can kick the balloon/ball. 2) Can you walk/skip/gallop around your balloon/ball? 3) Would you jump over your balloon/ball?	4) Show me other ways to jump over balloon/ball. 5) Can you kick the balloon/ball along a line on the floor? 6) Can you kick the balloon/ball to a friend? "FOOT PRINTS" SKILL: HOPPING, BALANCE, DIRECTIONALITY AREA: CLASSROOM, PLAYGROUND, BASKETBALL COURT PLAYERS: Unlimited EQUIPMENT: Foot print patterns on floor, court or on plastic or rubber mat FORMATION: Column Have students stand in foot prints and hop the patterns going from simple to more complex patterns as the students improve.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

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ACTIVITIES	ACTIVITIES
"STRETCH ROPE" SKILL: EYE-FOOT COORDINATION, JUMPING, STRETCHING AND BENDING AREA: IN-DOOR OR OUT-DOOR, PLAY AREA PLAYERS: Unlimited EQUIPMENT: One stretch rope for every three or four students FORMATION: Scattered Rope can be made by joining rubber bands or using 3/4" white elastic tape. There should be a holding loop on each end and each rope should be long enough to stretch 30' to 40'. The children have little fear of hitting or tripping on this rope because of its flexibility. INSTRUCTIONAL PROCEDURES: 1) Two or more children need to be rope	holders while the others are jumping. 2) Many variations can be achieved with the magic ropes by varying their height and by raising and lowering opposite ends of the rope. 3) The jumping activities are strenuous, therefore, alternate between jumping activities and those activities that involve crawling under ropes, etc. 4) Emphasize to the class that they should concentrate on not touching the rope. The magic ropes can help develop the child's perception of his body in space if he regards the rope as an obstacle to be avoided. 5) Better use can be made of the ropes using an oblique approach, which involves starting at one end of the rope and progressing to the other end using jumping and hopping activities, etc. By comparsion, the straight on approach allows the child to jump the rope only once. 6) A total of eight ropes is needed for a class two to each squad. Squads make excellent groups for this activity, as the leader can

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ACTIVITIES	ACTIVITIES
control the rotation of the rope holders. 7) The child next in turn should begin his/her movements when the child ahead is almost to the end of the rope. SINGLE ROPE ACTIVITIES: Start the ropes at a 6" height and raise them to add challenge. Ask students; 1) Can you jump the rope? 2) Can you hop over the rope? 3) Can you jump the rope and perform various body turns while jumping? 4) Can you change body shapes and sizes while jumping? 5) Can you crawl under the rope? Slide? 6) Can you crouch-jump over the rope? 7) Can you jump up and touch the rope with your forehead?	8) Can you "Limbo" under the rope without touching the floor with the hands? 9) Can you jump the rope backward without looking at it? 10) Can you perform a scissors jump over the rope? DOUBLE ROPES: Vary the height and spread of the ropes. 1) Ropes parallel to each other: a. Can you jump in one side and out the other? b. Can you hop in one side and out the other? c. Can you crouch-jump in and out? d. Can you walk like various animals in and out of the ropes? (duck, kangaroo, etc.)

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ACTIVITIES	ACTIVITIES
e. Can you jump or leap over one rope and land on the other rope? 2) Ropes crossed at right angles to each other. Ask students the same questions as in #1. "KICKING BALL" SKILL: EYE-FOOT COORDINATION AREA: INDOOR AND OUTDOOR PLAY AREA PLAYERS: Unlimited EQUIPMENT: Assorted balls (yarn, sponge, beach ball, plastic and rubber utility of all sizes) FORMATION: Scattered DESCRIPTION: Let students try anyway that they choose to move the ball with their feet. The only rule is that no hands can touch the ball. Caution students about avoiding collisions, controlling ball	with their feet and keeping their hands off the ball. "KEEP IT UP" SKILL: KICKING AREA: INSIDE OR OUTSIDE PLAYERS: Unlimited EQUIPMENT: One balloon for each child FORMATION: Scattered DESCRIPTION: Give each child a big round balloon and tell them to spread out anywhere in the available play space. The object of this game is to see how long the children can keep the balloon off the floor with the feet. VARIATIONS: Partner keep it up. Any part of the body, except the hands, allowed to keep the balloon off the floor.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

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ACTIVITIES	ACTIVITIES
"FOOT AND BALL" SKILL: EYE-FOOT COORDINATION AREA: INSIDE OR OUTSIDE PLAYERS: Unlimited EQUIPMENT: Rubber balls FORMATION: Scattered DESCRIPTION: Ask the children to spread out double arms distance apart and to put the ball on the floor between their feet. Ask them to try to keep the ball in their own personal space and then ask the following: Can you roll the ball back and forth under the sole of your right foot? Left foot? Show me how to roll the ball in a small circle with the heel of your left foot? Right foot?	Can you roll the ball in a small circle with the toe of your right foot? Left foot? Can you tap the ball back and forth between the inside edges of your feet? Can you jump over the ball? Can you roll the ball around in a circle around your body? What else can you do with the ball using your feet in your own personal space? POINTS TO STRESS: Tell students who have difficulty controlling the ball to keep their eyes on the ball. Identify the proper body part to move. Stay in your own personal space. Student should not look down at their feet.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

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ACTIVITIES	ACTIVITIES
"CONTROL BALL" SKILL: BALL MANIPULATION WITH THE FEET AREA: INSIDE OR OUTSIDE PLAYERS: Unlimited EQUIPMENT: One ball for each child FORMATION: Scattered DESCRIPTION: Have the students to sit down right where they are and put the ball on the floor between their legs. Tell them that you are going to ask them to try to do some things to show how well they can control the ball with their feet as they are moving in general space. Inform them that they are going to have to take their eyes off the ball once in a while in order to look up to see the other students so they do not collide. Remind them to try to go toward the open spaces. Show me how you can walk around the floor	in the spaces between the balls without touching any of the balls. Can you walk with the ball, tapping it lightly between your feet? Show me how you would slide to the right tapping the ball with the inside of the left foot? Can you slide to the left tapping the ball with the inside of the right foot? Who can roll the ball forward with one foot and stop it by placing one foot on top of it? Can you walk backwards moving the ball with you by tapping it with the heels? Show me how you kick the ball against a wall and catch it with your feet when it returns. POINTS TO STRESS: (controlling the balls) Moving the body with control to keep up with the ball while avoiding collisions.

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ACTIVITIES	ACTIVITIES
"CIRCLE KICK" SKILL: KICKING AREA: INSIDE OR OUTSIDE PLAYERS: 6 or 7 per circle EQUIPMENT: One ball FORMATION: Circle DESCRIPTION: Have the children stand in a circle. One student stands in the center. The object of the game is for the students in the circle to keep the ball in the circle by blocking it with their feet or legs. The person in the middle tries to kick it out through the circle. It must go out of the circle below the waist of the players to count. When the ball does go out of the circle the student in the center of the circle recovers the ball and gives it to the next player to take his place being the "middle man." Each student in turn gets a chance to be in the center of the	circle. The winner is the one who gets the ball out through the circle with the least number of kicks. VARIATIONS: Use a big light beach ball, or use two balls in the circle. POINTS TO LOOK FOR: Students who have difficulty stopping the ball with the feet or legs. Visually tracking the ball. Visually steering their feet.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
"PARTNER KICK" SKILL: COOPERATIVE BALL MANIPULATION WITH THE FEET AREA: INSIDE OR OUTSIDE PLAYERS: Unlimited EQUIPMENT: One ball for each pair of children FORMATION: Scattered in pairs DESCRIPTION: Ask the students to get a partner and one ball for the two of them. Tell them that you are going to ask them to try to control the ball with the feet while they are in their own personal space. Remind them that they are not to touch the ball with their hands. They should catch the ball with their feet by placing the sole of one foot in its path, so the ball will be stationary when they kick it. CAN YOU... 1. IN THE SITTING POSITION	Take the ball from your partner with your feet while he is holding the ball in the air between his feet? Roll the ball back and forth to each other with your right foot? Left? Both? 2. ON ALL FOURS Roll the ball back and forth to each other with your right knee? Left? Roll the ball back and forth to each other with your head? 3. IN THE STANDING POSITION Roll the ball back and forth to each other using the toe of your right foot? Left? Roll the ball back and forth to each other using the heel of your left foot? Right? Roll the ball back and forth to each other using the inside edges of your right foot? Left?

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
Stop the rolling ball with the bottom of your right foot? Left? Kick the ball against the wall so it rebounds to your partner? POINTS TO LOOK FOR Students that have difficulty kicking the ball accurately and keeping the ball low. Also stopping the ball with control. "STICK KICK BALL" SKILL: KICKING AREA: INSIDE OR OUTSIDE PLAYERS: Unlimited EQUIPMENT: A wand, string and a plastic ball for each pair of children FORMATION: Scattered in pairs	DESCRIPTION: Tie a plastic whiffle ball on the end of a wand with some string for each pair of children. The children are to take turns holding the wand for their partner to try to kick the ball. The wand should be held stationary so that the ball swings clear of the floor. The object of the game is for the kicker to make contact with the foot to the ball four consecutive times with each foot and then alternate feet for four consecutive kicks. VARIATIONS: Partner drags the ball on the floor. Hang the balls from other objects. POINTS TO LOOK FOR Students who have difficulty visually tracking the ball and steering the feet. Using both feet. Working cooperatively.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

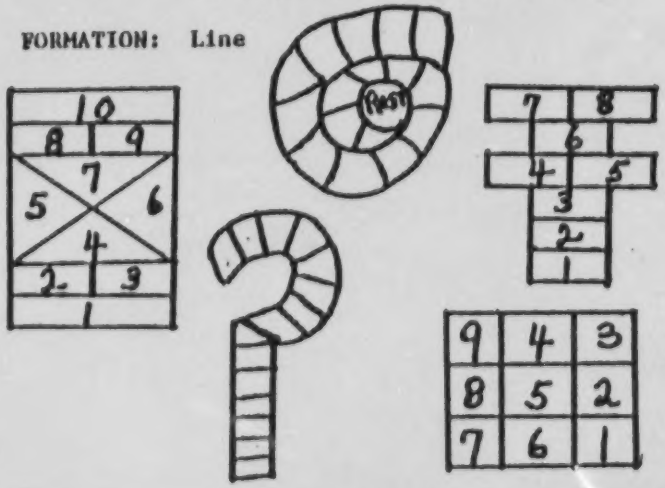
OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
"COUPLE KICK BALL" SKILL: COORDINATE ALL MANIPULATIVE WITH THE FEET AREA: INSIDE OR OUTSIDE PLAYERS: Unlimited EQUIPMENT: One ball for each pair of children FORMATION: Scattered in pairs DESCRIPTION: Ask the children to get a partner and one ball for the two of them. Explain to them that they are to start walking with their partner and as they are moving they are to kick the ball back and forth with their feet. They can go as slow as they desire but they must be moving all the time. Inform the students that you will be watching to see how well they can control the ball with their feet and it should help if they stop the ball first before kicking it back to their partner. Tell them to try different parts of both feet to kick	the ball to their partner, to see which part of the foot works best for them. VARIATIONS: One partner stands and one partner moves in a circle around him. Use partially deflated ball to make it easier to control. POINTS TO LOOK FOR: Students who have difficulty kicking the ball accurately. Stopping the ball with the feet with control. Avoiding collisions. Working cooperatively.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
"HOPSCOTCH" SKILL: HOPPING AREA: HARD-SURFACE AREA, COURT PAINTED OR CHALKED PLAYERS: 3 or 4 per hopscotch EQUIPMENT: One small flat beanbag, button, or other small object per player FORMATION: Line  	DESCRIPTION: There are many different hopscotch games and forms of courts. Included here are some of the more popular versions. AMERICAN - This version is most often painted on playground surfaces. Player stands at "start" and tosses object into space 1, hops over his/her space and lands with left foot in space 2 and right foot in space 3. he/she then hops on one foot into space 4 and lands on two feet in spaces 5 and 6. He/she continues hopping, landing with one foot in a single space, and two feet in adjacent spaces. When he/she hops into space 10 on one foot he/she may take extra hops around on this one foot so that he/she will be positioned to start back. When he/she reaches spaces 2 and 3, he/she leans over, retrieves the object from space 1 and hops into space 1 and out. On the next turn, he/she tosses the object into space 2 avoiding landing in this space until he/she has returned. On the return he/she stops on one foot in space 3, retrieves the object from space 2 hops into space 2, then 1, then out. The first planer continues, tossing into each space in turn.

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT AND EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
If the student commits a foul, he/she loses his/her turn and the next student starts. A player resumes his/her turn where last missed. The same foot must be used for all single-space hops. First student completing the game is the winner. FOULS - Stepping on any line, tossing object on a line or into wrong space, hopping more than once in a square except where rules permit, changing feet on single hops, touching hand or other foot to court when hopping or retrieving object. FRENCH - This version is probably the most popular with students, when drawing their own diagram. Player in same manner as "American Hopscotch? hopping on one foot in a single square and two feet in adjacent squares. When landing in squares 7 and 8, the player is to turn around, start back, and jump with both feet, turns, and lands again in squares 7 and 8.	SNAIL HOPSCOTCH - Played without stone. First player hops on one foot around to space marked "rest", without touching any line of the court. The player may rest here on two feet, then hop back to start. If Successful trip is made, this player may place his/her initials in any block except the "rest" block. Following players hop into every block except those having initials, following same procedure as first player. Each player may rest in the block which has his/her own initials. The player wins who makes the most successful trips and has more initialed blocks. FOULS - Stepping on any line, putting both feet on ground while hopping, or hopping into another's initialed block. QUESTION MARK HOPSCOTHC - Played in the same manner as "Snail Hopscotch." Player starts by standing in the circle, then hopping into each block of the question mark and on his/her return, jumping with two feet into the circle. If successful, player puts his initials in any block. SQUARE HOPSCOTCH - Played in same manner as

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT AND EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
"Snail Hopscotch." Player starts by hopping into each successive square and back. "SOCCER BALL" SKILL: DRIBBLE & RELAY AREA: UNLIMITED players; 30 or less EQUIPMENT: One utility ball FORMATION: As indicated SOCCER DRIBBLE RELAY - Game using dribbling skill - From squad lines, each player dribbles, using both feet, to a line 30' away and returns. Start by walking, then run. Keep ball near feet. Return and go to end of line. 2nd goes, etc. DRIBBLE RELAY THROUGH CONES - Practice dribbling with objects - Using marking cones, have children do figure eight	dribbling drill. When each returns, give to next, etc. Must switch feet while dribbling to keep ball away from cone. PARALLEL LINE KICKING - Increase passing and trapping skills - Two parallel lines facing each other 30' apart. Using four soccer balls, 2 to each line, have students try to kick them through the other line. Must go through line below shoulders. No hands allowed. Must use inside or instep kicks. CIRCLE SOCCER - Practice kicking and trapping skills - All children in circle formation. One half class on one half circle, wearing colored pinnies, other half composing rest of circle. Each attempts to kick ball through other half's side. Point scored for every one through. Ball going between two different teams does not count. ALLEY SOCCER - All skills in one game - Field divided into three lanes with a goal at each end. Teams along sidelines. Numbered in groups of four. Numbers 1-3 each in a lane with number 4 in goal. Must stay in own lane playing the ball when it comes to you in your

I. CONCEPT: PERCEPTUAL-MOTOR DEVELOPMENT

SUB-CONCEPT: EYE-FOOT AND EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL DEVELOP THE ABILITY TO TRACK OBJECTS IN THROWING, CATCHING AND KICKING SKILLS WHILE EITHER STANDING ALONE OR IN A COMBINATION WITH LOCOMOTOR MOVEMENTS.

ACTIVITIES	ACTIVITIES
lane. Point scored by kicking it past goalie. Side line players help by kicking ball back when it goes out of bounds along side line. Goalie retrieves ball when it goes over end line.	"CRAB SOCCER" SKILLS: KICKING AND BLOCKING AREA: UNLIMITED PLAYERS: 30 or less EQUIPMENT: one utility ball FORMATION: Circle DESCRIPTION: The players form a circle in the crab position, numbering themselves from one to six. The ball is placed in the center of the circle, a number is called, every child with that number will crab out to the center attempting to kick the ball over their opponents heads. A point is scored for the team that kicks the ball out.

GYMNASTICS, STUNTS AND TUMBLING

Elementary gymnastics, stunts and tumbling has a very important place in the elementary physical education program. Free exercises and stunts are the foundation upon which all gymnastics activities are built.

The following exercises are simple but must necessarily be accompanied by specific instruction if the skills are to be mastered successfully and safely. The skills do not have to follow one another as a unit but try to follow the principle mentioned above since proper execution of these skills demands a high degree of coordination.

I. CONCEPT: GYMNASTICS

SUB-CONCEPT: INDIVIDUAL STUNTS

OBJECTIVE: STUDENTS WILL BE ABLE TO PERFORM STUNTS FOR DEVELOPMENT OF AGILITY, FLEXIBILITY, BALANCE AND STRENGTH.

ACTIVITIES	ACTIVITIES
(INDIVIDUAL STUNTS) 1. Elephant Walk: The student will stand straight, bending at the waist, arms hanging down in front like a pendulum. Student will then swing the arms from side to side, taking slow walking steps forward, with knees and back straight, trying to touch the floor while swinging the arms. Swing the arms overhead and between the legs, as if the elephant was bathing. 2. Kangaroo Hop: Bend elbows so hands are held in front of shoulders with wrists bent, palms down-jump forward with short jumps on both feet. 3. Squat Thrust: The student will stand straight. The movements are done in four parts. On count one the student squats down, hands flat on floor or ground, knees inside of elbows. On count two, the feet and legs are thrust back so the body is perfectly straight from head to toe in a push-up position. On count three, the student returns to a squat position, and on the fourth count returns to the straight line position.	4. Knee Walk: The student will place his/her knees at the end of the mat with their hands hold both feet up from the floor, walking the mat on the knees, the students will walk forward, backward and sideways. 5. Scooter: The student is sitting on the floor, with arms folded across chest area, the chin is held high. The student will then pull his seat toward his heel, using heel pressure and lifting the seat slightly. He then extends his legs forward, and repeats the process. 6. Crab: Bend knees and squat down; reach backward putting hands on floor without sitting down. With back towards floor, walk on feet and hands. Keep knees bent and body straight from knees to head.

I. CONCEPT: GYMNASTICS

SUB-CONCEPT: INDIVIDUAL STUNTS

OBJECTIVE: STUDENTS WILL BE ABLE TO PERFORM STUNTS FOR DEVELOPMENT OF AGILITY, FLEXIBILITY, BALANCE AND STRENGTH.

ACTIVITIES	ACTIVITIES
7. Rabbit Jump: Squat down; place hands on floor way out in front of feet. Jump feet to hand, move hands out, jump feet to hands. Jump across floor in this manner. 8. Coffee Grinder: The student places one hand on the floor, extend the body with that side to the floor in a side leaning position. The student walks around his/her hands making a complete circle while keeping their body straight. 9. Tummy Balance: The student lies in a prone position on the floor. The arms are outstretched forward or to the side, palms down. The student raises arms, head, chest, and legs from the floor, he/she will then balance on his tummy. Keep knees straight during the stunt. 10. Heel Click: The student will stand with feet apart. Jump with both feet high into the air, clicking heels once or twice before landing.	11. Single Knee Balance: The student will get down on all fours with support on hands and knees, the student will then spread both hands like an eagle to the sides, lifting one knee, balancing his weight on the other knee. 12. Lowering the Boom: The student starts in a push-up position. Lowers the body slowly to the floor. The movement should be controlled so the body remains rigid. (1) Have the student pause halfway down. (2) Have the student go down in stages by alternating movements of the right and left arms. (3) Call this a "blowout", have students to react to an appropriate noise. 13. Pogo Stick: The student will pretend to be a Pogo Stick by jumping-up and down, on the toes, keeping the body stiff. Have student to hold the hands in front of the body as if they were grasping the stick. Action should be in an upward propelling position, keeping the ankles and toes stiff with the body, particu

I. CONCEPT: GYMNASTICS

SUB-CONCEPT: INDIVIDUAL STUNTS

OBJECTIVE: STUDENTS WILL BE ABLE TO PERFORM STUNTS FOR DEVELOPMENT OF AGILITY, FLEXIBILITY, BALANCE AND STRENGTH.

ACTIVITIES	ACTIVITIES
larly at the knee joint. 14. Mule Kick: Have the student to stoop down and place the hands on the floor in front of the feet, the students arms become the front legs of the mule. The student will kick out with the hind legs while the weight is momentarily supported by the front legs. 15. Seat Circle: The student sits on the floor, knees bent and hands braced behind. Lift the feet off the floor and push with the hands so the body spins in a circle on the seat as a pivot. Student can spin right and left.	

I. CONCEPT: GYMNASTICS

SUB-CONCEPT: COUPLE STUNTS

OBJECTIVE: STUDENT, IN COOPERATION WITH A PARTNER, WILL BE ABLE TO PERFORM BASIC STUNTS FOR DEVELOPMENT OF AGILITY, FLEXIBILITY, BALANCE AND STRENGTH.

ACTIVITIES	ACTIVITIES
1. Rowing: Children sit on floor, facing partner with soles of feet together. Children grasp each other's hands and alternately push and pull each other's arms forward and backward. 2. Wheelbarrow: One child lies on floor on his/her stomach with legs spread. She/he places palms flat on the floor near shoulders. The second child stands between legs and lifts the legs off the floor. The first child attempts to walk on his/her hands. 3. Toe Touchers: The students lie on backs with heads near each other and feet in opposite directions. Both students grasp each other, using a hand-wrist grip, bringing up their legs so the toes touch. 4. Double Top: Students face each other and join hands. With straight arms, lean away from each other and at the same time move toes close to partners. Students should spin around slowly in either direction. Increase speed gradully.	5. Partner Hopping: Students should coordinate hopping movements for short distances and in different directions. Students stand facing each other. Extend the left leg forward to be grasped at the ankle by the partner. Each then hops on his right leg. If either of the students begins to fall, the other should release the leg immediately.

I. CONCEPT: GYMNASTICS

SUB-CONCEPT: BASIC TUMBLING

OBJECTIVE: THE STUDENT WILL BE ABLE TO PERFORM BASIC TUMBLING ACTIVITIES UNDER THE DIRECTION OF THE TEACHER.

ACTIVITIES	ACTIVITIES
1. Forward Roll: Children squat with knees together and place hands outside of feet. Weight should be on toes with chins slightly forward. Lower chin to touch chest, bend down and forward almost touching head to floor. The student then thrusts his/her body forward from the balls of the feet landing first on the upper part of the back and rolling over. 2. Rolling Logs: Lie on back, arms extended upward over head, legs straight, and feet together. Without using hands or legs to propell body, roll slowly over and over, on a mat. 3. Shoulder Roll: Children squat, bend over, tuck chin to chest. They then drop shoulder by pulling arm in front of body and roll across back and shoulders back to starting position.	4. Under the Stick: Take a long stick or rope, held by two students at waist height. The rest of the students take turns crawling under, trying not to let any part of them touch the stick. After every student has had one turn the stick is lowered a few inches and children take another turn. Those students touching the stick with any part of their bodies are out. The teacher should lower the stick after each round until only one child is left. 5. Head Stand: Student places hands on mat, shoulder width apart. Place head on mat in front of hand so the head and two hands form a triangle. Get balance with knees on upper arms. Student will then slowly raise both legs and straighten knees above body.
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RELAYS

Relays are fun activities which teach children to cooperate with others while conforming to rules and directions. The emphasis on relays in these early grades should not be winning; the emphasis should be on the acquisition of skills. Some concepts in handling objects such as, bean bags, yarn balls, erasers, balls, etc., are of value.

Also, physical fitness can be promoted through relay type activities by selecting movements and distances for each relay. Activities that emphasize strength, balance, agility, speed and coordination are valuable in preparation for physical fitness.

I. CONCEPT: RELAYS

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS OF WALKING AND PATTERN RECOGNITION BY MOVING IN DIRECT RESPONSE TO AN ORAL COMMAND.

ACTIVITIES	ACTIVITIES
"ALPHABET RELAY" SKILL: LEARNING LETTERS AREA: CLASSROOM PLAYERS: Unlimited EQUIPMENT: None DESCRIPTION: Have several groups scattered around the play area - ten to sixteen to the group. The leader should be elevated in order to better detect the winner. The leader calls a letter, i.e., the letter "T" and all groups quickly form that letter. The group forming the correct letter first scores a point for their team. SUGGESTIONS: (1) With older groups require the base of the letter to be toward the Leader. (2) In order to gain attention and add suspense draw out the calling of the letter. Example: Form....the....letter....D! (3) After sufficient letters have been called the game may be ended by elimination.	**"RUNNING RELAY"** SKILL: RUNNING SPACE: PLAYGROUND PLAYERS: 4-5 per team EQUIPMENT: None FORMATION: Single file DESCRIPTION: Teams are in single file behind a starting line. At a signal, the first player in each line runs up to the designated turning point, returns to place, touching off the next player. This continues until all players in each line have had a turn.

I. CONCEPT: RELAYS

SUB-CONCEPT: LOCOMOTOR MOVEMENT

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS OF RUNNING AND PATTERN RECOGNITION BY MOVING IN DIRECT RESPONSE TO AN ORAL COMMAND.

ACTIVITIES	ACTIVITIES
"BATON RELAY" SKILL: PASSING AREA: PLAYGROUND PLAYERS: 20 (10 members to a team) EQUIPMENT: Utility ball FORMATION: Line DESCRIPTION: Class divides into two groups of 10, one group at each end of the track. A baton is placed in the hand of the first player on each team. When the signal is given the player runs down the track and will hand the baton to a teammate at the opposite end. The teammate returns to starting point with the baton. The game ends when each team member bears the baton. The team finishing first will win the relay.	**"ROUND THE BASE RELAY"** SKILL: RUNNING SPACE: SOFTBALL DIAMOND OR SIMILAR AREA PLAYERS: 8 - 30 EQUIPMENT: Four bases FORMATION: As indicated DESCRIPTION: Draw up four bases on the play area: Home, 1st, 2nd, and 3rd. One team lines up behind second base and the other team lines up behind home plate. At a signal, the first player on each team starts around the four bases. After he has completed the circuit, he touches off the next player on his team, who continues the process. Play is continued until all players on each team have had a chance to run. The team wins which has all its players back in the original position first. Failure to touch each base disqualifies a team.
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I. CONCEPT: RELAYS

SUB-CONCEPT: BALL HANDLING

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE BALL HANDLING SKILLS BY PARTICIPATING IN A RELAY ACTIVITY.

ACTIVITIES	ACTIVITIES
"BOUNCE BALL RELAY" SKILL: BOUNCING AREA: PLAYGROUND PLAYERS: 2-3 per team EQUIPMENT: Utility ball FORMATION: Line DESCRIPTION: A circle is drawn 10' to 15' in front of each team. The first player runs to the circle, bounces the ball once, runs back to his team, and gives the ball to the second player, who repeats the same routine. Each player has a turn, and the team having the last player carry his/her ball back over the finish line wins. To vary, have the players bounce the ball more than once.	"SIMPLE CIRCLE RELAY" SKILL: PASSING AREA: PLAYGROUND PLAYERS: 5 - 6 per team EQUIPMENT: One utility ball per team FORMATION: Circle DESCRIPTION: Each team forms a separate circle of equal size. At first the circle should be small enough so the players can hand the ball to each other. Later, as skill increases, the circles can be larger. The leader of each group starts the ball around the circle by handing the ball to the player on his/her right. As soon as the ball gets back to the leader, the entire team sits down. The first team to be seated in good formation wins. Later, the circle can be made larger and the ball passed from player to player. More than

I. CONCEPT: RELAYS

SUB-CONCEPT: BALL HANDLING

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE BALL HANDLING SKILLS BY PARTICIPATING IN A RELAY ACTIVITY.

ACTIVITIES	ACTIVITIES
one circuit of the circle can be specified. A varied way to finish is to have the leader hold the ball aloft to signal completion of his/her team.	

I. CONCEPT: RELAY

SUB-CONCEPT: BALL HANDLING

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS OF DIRECT HANDLING, RUNNING AND SEQUENCING BY PARTICIPATING IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"OVER AND UNDER RELAY" SKILL: PASSING AREA: PLAYGROUND PLAYERS: Unlimited EQUIPMENT: Utility ball FORMATION: Line DESCRIPTION: Line up players, one behind the other, three feet apart. The first in line passes the ball over his/her head, the next between his/her legs and so on in alternation until the last one receives the ball. This player runs to the head of the line before starting his/her overhead pass and the process is repeated until #1 is at the rear of the line, from which point he/she runs across the finish line, with the ball, 80 feet in advance of his team.	"ZIG-ZAG RELAY" SKILL: THROWING - CATCHING AREA: AREA 15' x 20' PLAYERS: 5 - 6 per team EQUIPMENT: Utility ball FORMATION: As indicated DESCRIPTION: The players are in double line formation with two to five feet between each player and five feet separating each line. The players face each other but take a position so that each player is opposite a space instead of a player. The first player in each group has a ball. On signal, the ball is thrown to the first player in the opposite line. The ball is returned to second player of the first line and so on in zigzag fashion to the end of the line where the ball is immediately sent back to the front in the same way. The team which first gets the ball back to the head of the line wins.

I. CONCEPT: RELAY

SUB-CONCEPT: BALL HANDLING

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS OF DIRECT HANDLING, RUNNING AND SEQUENCING BY PARTICIPATING IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"DRIBBLE AND SHOOT RELAY" SKILLS: DRIBBLING - SHOOTING AREA: BASKETBALL COURT PLAYERS: 4 - 5 per team EQUIPMENT: Junior basketball Two basketball goals FORMATION: As indicated DESCRIPTION: Teams are lined up in single file formation with the first player in each line having a basketball. At the signal, the number ones dribble toward their designated baskets, take one shot at the basket and dribble back to the starting line, touching off the number two player, repeating the process until all players have had a turn. Girls may be permitted to run rather than dribble the ball. To avoid embarrassing the poorly skilled players, allow no more than two trials at the basket.	

I. CONCEPT: RELAYS

SUB-CONCEPT: THROWING, CATCHING

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"BEANBAG CIRCLE PASS RELAY" SKILL: THROWING-CATCHING AREA: CLASSROOM-PLAY AREA PLAYERS: 4 or 6 per circle EQUIPMENT: Beanbags FORMATION: Single lines DESCRIPTION: Students stand in a circle facing out, close enough so the beanbag can be handed from player to player. Begin and end with the same leader. Change leaders. Use the underleg pass here also.	**"BEANBAG BALANCE RELAY"** SKILL: THROWING-CATCHING AREA: CLASSROOM-PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: One beanbag per team-one marker per team FORMATION: Single line DESCRIPTION: A beanbag is placed on the head of the first person in the line. This student walks/runs down around a marker (cone) and back to the starting line where he/she gives it to the next student. The first student then goes to the end of the line and squats down. VARIATION: This activity may be used merely as a practice activity. Ask student "Can you place the beanbag on your head and walk around the room?"

I. CONCEPT: RELAYS

SUB-CONCEPT: SIMPLE BALL HANDLING, RUNNING, JUMPING

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
FORMATION: Single line DESCRIPTION: Players line up one behind the other. The first person passes the ball over his head, the second passes it between his legs, the third over, etc. Play continues as in above games. CLASSROOM ADAPTATION - Players stand in aisle facing front of room. After each player passes the ball back, he/she turns around and faces rear of room. When the end player receives the ball he/she also turns and faces rear and starts the ball back again. Use the three forms of passing over, under, and over-under. "JUMP THE DITCH RELAY" SKILL: RUNNING, JUMPING AREA: PLAYGROUND, GYMNASIUM, CAFETORIUM PLAYERS: 4 or 5 per team EQUIPMENT: None	FORMATION: Single line DESCRIPTION: Teams are in single lines behind a starting line. A good running distance from the starting line, mark off a "ditch." The width would depend on the age level playing. About twenty feet beyond this mark off a turning line. The first player in each line runs forward, jumps over the ditch, runs to the turning point, jumps the ditch again on the way back, and returns to place, tagging the next player. If a player lands in the ditch either time, he/she must go back to the starting line and start again. VARIATIONS: Widen the ditch each time and eliminate those players who land in the ditch. The line wins which has the most players left at the end of the designated time.

I. CONCEPT: RELAYS

SUB-CONCEPT: RUNNING AND FETCHING, ROLLING, EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"CARRY AND FETCH RELAY" SKILL: RUNNING, FETCHING AREA: CLASSROOM, PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: One hula hoop per team One beanbag per team FORMATION: Single lines DESCRIPTION: A hula hoop is placed 10' to 20' from the starting line. The first runner of the team has a beanbag. On "go" he/she carries the beanbag forward and puts it inside the hoop returning and tagging the next runner. The second runner goes forward, picks up the beanbag and hands it off to the third runner. Thus, one runner "carries" the beanbag and the next runner "fetches" it back. Different locomotor movements can be used such as hopping, skipping, jumping, etc.	**"BOWLING RELAY"** SKILL: ROLLING, EYE-HAND COORDINATION, RUNNING AREA: PLAY AREA, CLASSROOM PLAYERS: 4 or 5 per team EQUIPMENT: 1 - 8" utility ball per team FORMATION: Single line DESCRIPTION: The player at the head of each team has a ball. A line is drawn 10' in front of each team. The first player runs to the line, turns, and rolls the ball back to the second player. The second player must wait behind the starting line to catch the ball and then repeats the pattern of the first player. The race is over when the last player has received the ball and carried it over the forward line. SUGGESTIONS: Increase the distance to 15' and then 20' as the children perfect their rolling ability and accuracy.

I. CONCEPT: RELAYS

SUB-CONCEPT: COORDINATION, TEAM WORK, PASSING

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"HOOP RELAY" SKILL: COORDINATION, TEAM WORK AREA: PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: One hoop per team FORMATION: Line, one person behind the other DESCRIPTION: Players line up, one directly in line behind the other, with a hoop lying on the ground in front of #1 player. At the start, #1 picks up the hoop and goes through it, head first, hands it to #2, who repeats procedure, and so on down the line. The last player receives hoop and runs to the front of line, then goes through and starts it back again. When #1 player receives the hoop, after becoming last in line he/she runs across the finish line, with the hoop, 50 feet in advance of his/her team.	**"BEANBAG PASS RELAY"** SKILL: PASSING AREA: CLASSROOM, PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: Beanbags FORMATION: Side by side lines DESCRIPTION: Students are in a line standing side by side. The player on the right starts the beanbag, which is passed from one player to the next down the line. When it gets to the end of the line the race is over. Be sure each player handles the bag. Rotate leaders. Next, ask students to pass the beanbag down the line and then back to the leader. VARIATION: Underleg Pass: Pass the beanbag under one leg to the next player.

I. CONCEPT: RELAYS

SUB-CONCEPT: STRENGTH, COORDINATION, RUNNING

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"CRABWALK RELAY" SKILL: STRENGTH, COORDINATION, DIRECTION AREA: PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: None FORMATION: Shuttle DESCRIPTION: Begin #1 in standing position at starting line. At signal, #1 sits down in crabwalk position, walk backwards to the finish line which is 10 to 20 yards away, tags #2, goes to the end of the line and squats down. #2 continues until all have had a turn. SUGGESTIONS: Ask all children to pretend they are crabs. Ask: "How does a crab walk?" "Can you show me how a crab walks forward or backward?" Continue questioning in this vein.	"DOWN AND BACK RELAY" SKILL: RUNNING AREA: CLASSROOM, PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: None FORMATION: Line DESCRIPTION: Player #1 runs down and around a marker and back to the starting line where he/she tags the next player. Player #1 goes to the end of the line and squats down. The race is over when the last runner finishes his/her turn and squats down. VARIATION: Locomotor Movements: Walking, running, skipping, hopping, galloping, sliding, jumping. Stunt and Animal Movements: Seal, bear walk, rabbit jump, frog jump, crab walk, etc.

I. CONCEPT: RELAYS

SUB-CONCEPT: RUNNING, JUMPING, EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"BALANCE BEAM RELAYS" SKILL: RUNNING, JUMPING, EYE-HAND COORDINATION AREA: CLASSROOM, PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: BALANCE BEAM FORMATION: Single line DESCRIPTION: A balance beam is in front of each team. Teams are in line formation. Several interesting races can be run using benches. The following are suggested: 1) Run forward, jump over the bench, jump back again, return, and tag the next person. 2) Each team has a beanbag which is placed in a circle about 3' in front of the bench. The first player runs forward, picks up the beanbag, and jumps over	the bench carrying the bag with him. he/she drops it on the far side of the bench. He/she then jumps back over the bench and tags the next player. The next runner jumps over the bench, picks up the bag, jumps over the bench, drops it and runs and tags the next person. "CIRCLE NUMBER RELAY" SKILL: RUNNING AREA: PLAY AREA, CLASSROOM, GYMNASIUM PLAYERS: 4 or 5 per team EQUIPMENT: None FORMATION: Equal teams in circle formation, either sitting or standing. DESCRIPTION: Class is in equal teams in a circle formation, either sitting or standing. Each player has a number. When the leader calls... Number 5, each player having that number runs around his/her circle and tries to be the

I. CONCEPT: RELAYS

SUB-CONCEPT: RUNNING, JUMPING, EYE-HAND COORDINATION

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
first player back to his/her original place. A point is scored for the team whose players succeeds in getting back to their place first. VARIATIONS: 1) See that circles are of the same size. Chalk circles can be used in the gymnasium. 2) To stimulate interest, have the players change the method of locomotion; run, skip, hop, etc. 3) Suggest that all players have a turn before any one person has a second turn.	"BEANBAG KANGAROO RELAY" SKILL: HOPPING, RUNNING AREA: CLASSROOM, PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: One beanbag per team One cone per team FORMATION: Single line DESCRIPTION: Place a cone 10' from the starting line. The first player in each line has a beanbag between his/her knees held by knee pressure. He/she jumps forward retaining control of the beanbag, round the turning point and jumps back to the head of the file, where he/she gives the beanbag to the next player, who repeats. If a player loses the beanbag from between the knees he/she must stop and replace it. VARIATION: A slightly deflated utility ball may be used instead of a beanbag.

I. CONCEPT: RELAYS

SUB-CONCEPT: RUNNING, JUMPING, EYE-HAND COORDINATION, HOPPING

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCINB BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"JUMP ROPE RELAY" SKILL: JUMPING, RUNNING AREA: PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: One jump rope for each team FORMATION: Line, one player behind the other DESCRIPTION: Teams are in single file behind a starting line. At a signal, the first player in each line runs up to the desig-nated turning point, 30 yards away, picks up the jump rope and jumps 4 times in place, returns and tags next player. This continues until all the players in each line have had a turn. Each player must squat down at the end of his/her turn.	"CHANGE CIRCLES" SKILL: RUNNING AREA: CLASSROOM, PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: 3 Indian clubs per team 2 hula hoops per team FORMATION: Circles DESCRIPTION: Two circles are drawn (or hula hoops are used) about 15' and 20' in front of each team. Three Indian clubs are standing in one of the circles. Each runner in turn runs for-ward and using one hand only, moves the clubs one at a time so that they will stand in the other circle. The next player moves the clubs back one at a time to the original circle,

I. CONCEPT: RELAYS

SUB-CONCEPT: JUMPING, RUNNING, EYE-HAND COORDINATION, HOPPING, THROWING, CATCHING, FORWARD ROLL

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"OBSTACLE COURSE RELAY" SKILL: RUNNING, THROWING, CATCHING, FORWARD ROLL AREA: CLASSROOM, PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: 1 ball or beanbag per team 2 hula hoops per team 1 mat per team FORMATION: Line DESCRIPTION: Three parallel lines are drawn in front of the teams or a hula hoop is placed to provide three spots for each team. Lines can be 10' to 15' apart. Each player is given three tasks to perform, one at each spot. He/she runs back and tags the next player who repeats the performance. VARIATIONS: 1st Task - Throw ball/beanbag higher than his/her head and catch it three times.	2nd Task - Jump rope three times. 3rd Task - Do a forward roll "SHUTTLE RELAY" SKILL: RUNNING AREA: PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: None FORMATION: Single file DESCRIPTION: The shuttle relay is more advanced than the single file relay and should be taught after the single file relay. Divide each team into two groups, align them single file and let the two groups face each other across a distance of 30' or more. Begin the relay with the first runner of Group A of each team starting. This runner runs across the space between the two groups and tags the first runner of Group B. The first runner of Group A goes to the end

I. CONCEPT: RELAYS

SUB-CONCEPT: JUMPING, RUNNING, EYE-HAND COORDINATION, HOPPING, THROWING, CATCHING, FORWARD ROLL

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
of the line of Group B. The first Group B runner runs as soon as he/she is tagged and tags the second runner in Group A., continuing on to the back of the Group A file. This continues until the number one runner of Group A is back to his original starting position. The team which first gets number one runner back to his/her original position wins. No runner can begin until he/she is tagged. Violation should cause team disqualification or else some other agreed upon penalty.	"ALL UP RELAY" SKILL: RUNNING AREA: PLAYGROUND, CLASSROOM PLAYERS: 4 to 5 per team EQUIPMENT: Indian clubs or beanbags DESCRIPTION: In front of each team, chalk two circles the desired number of feet from the starting line. Place one, two, or three Indian clubs or beanbags in one circle. At a signal, the first player in each line funs and takes the club or clubs out of one circle and places them in the second circle. The clubs must be changed one at a time, using one hand only. The runner returns and touches off the second player, who returns the club(s) to circle #1. If a club falls over, the player must return and stand it upright. If beanbags are being used, each player is responsible to keep the beanbag within the circle. The team which has all its players back in the original position first wins.

I. CONCEPT: RELAYS

SUB-CONCEPT: BALANCE, RUNNING, HOPPING

OBJECTIVE: THE STUDENT WILL ACQUIRE SIMPLE MOTOR SKILLS AND SEQUENCING BY PARTICIPATION IN RELAY-TYPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"FARMER AND CROW RELAY" SKILL: BALANCE, RUNNING, HOPPING AREA: CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: 1 beanbag per person FORMATION: Partners DESCRIPTION: Ask the children to get partners. One person is the "Farmer" who holds 2 beanbags. The other child is the "Crow". A line is drawn about 15' in front of the teams. On "Go" the Farmer hops forward and drops the two beanbags beyond the drawn lines, and runs back and tags the crow. The crow runs to the farthest beanbag, begins hopping, and as s/he hops picks up the beanbags, and then hops back. When a player has a beanbag in his/her hand, s/he should hop. S/he runs when s/he has no beanbag; race can be run with hopping required.	**"POTATO RELAY"** SKILL: RUNNING AREA: CLASSROOM, PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: 3 potatoes, blocks or beanbags per team. 4 trash cans, shoe boxes, small boxes or gallon cans from the cafeteria per team. FORMATION: Lines DESCRIPTION: Four trash cans, etc., are placed 5', 10', 15', 20', in front of each lane. Three potatoes, or beanbags are needed for each team. To start, the potatoes for each team are placed in the box in front of the line. The first runner goes to the box, takes a single potato and puts it in one of the trash cans. S/he returns to the box each time and places the potato in the trash cans.

WATER SAFETY AND SWIMMING

More than 100 million Americans participate in some form of aquatic activity each year in the United States and, of course, here in Florida there is more aquatic activity than in most states. As one could easily surmise, Florida's drowning rate is twice that of the national average. Here in Duval County in 1975, 48% of the drownings were children under 19 years of age. Of this 48% in Duval County, 32.2% of the drownings were school age children ages 5-19, and each year this percentage has risen. Therefore, a water safety classroom unit (if no pool is available) or a water safety and swimming program (if a pool is available) is a must for kindergarten through sixth grade.

As a note of interest the 1974 Florida drowning statistics indicate more males (81.6%) than females (18.4%) died by drowning and more whites (75%) than non-whites (25%) died by drowning.

DROWNING STATISTICS FROM DUVAL COUNTY AND THE STATE OF FLORIDA

1. Drowning is the second major cause of accidental deaths in Florida (second only to deaths in automobile accidents.)

2. Florida's drowning rate is twice that of the national average.

3. In Florida in 1975, 42% of the drownings (not involving boats) were children under 19 years of age.

4. In Duval County in 1975, 48% of the drownings (not involving boats) were children under 19 years of age.

5. In Duval County in 1975, 22.9% of this 48% were elementary age children (ages 5-14).

6. In Duval County in 1975, 32.2% of the drownings (not involving boats) involved school age children ages 5-19. 22.7% in 1974; 30.5% in 1973; 28.1% in 1972.

   *Except for 1974, there has been a continued rise in the drowning rate of school age children.

7. Nationally, 27% of all swimming pool injuries and 33% of all diving board injuries in 1975 involved children 10-14 years of age.

8. As a note of interest, the 1974 Florida drowning statistics indicate more males (81.6%) than females (18.4%) died by drowning and more whites (75%) than non-whites (25%) died by drowning.

CONCEPT: WATER SAFETY CLASSROOM UNIT

SUB-CONCEPT: WATER SAFETY RULES

OBJECTIVE: TO DEVELOP IN STUDENTS AN AWARENESS, KNOWLEDGE, AND AN APPRECIATION OF THE RULES AND REGULATIONS FOR SAFETY IN OR NEAR THE WATER.

ACTIVITIES	ACTIVITIES
CLASSROOM UNIT (Lessons are approximately 30-40 minutes each day for one week) LESSON I A. Show filmstrip "I'm No Fool in Water". The filmstrip version may be purchased for your school library. B. Discuss the basic safety rules 1) Never swim alone. 2) Usefulness of a buddy system. 3) Swim only in supervised areas. 4) Stress: swimming parallel to shore when one is caught in a run-out. (under current) LESSON II A. Review Water Safety rules in Lesson I.	B. Discuss: 1) What is a borrow pit? borrow pit - an excavated area where material has been dug for use as fill at another location. 2) Why is it dangerous to swim there? a) Unsupervised swim areas. b) Danger of drop-offs. c) Nobody may know that you went there. 3) Discuss Water Safety rule: "Swim only in supervised areas." 4) Discuss: Never sneak into a private or public pool to swim when nobody is at home.

CONCEPT: WATER SAFETY CLASSROOM UNIT

SUB-CONCEPT: WATER SAFETY RULES

OBJECTIVE: TO DEVELOP IN STUDENTS AN AWARENESS, KNOWLEDGE, AND AN APPRECIATION OF THE RULES AND REGULATIONS FOR SAFETY IN OR NEAR THE WATER.

ACTIVITIES	ACTIVITIES
LESSON III A. Show filmstrip "Fun or Fearful." (It should be in your school library.) B. Discuss the concepts of film. (Concepts are listed on Media Outline on p._____. C. Ask students to draw a picture about some rule that has been discussed. LESSON IV A. Show Red Cross film: "Non-swimming Rescues." 1. Discuss how the children may help a friend who has fallen into the water. SUGGESTIONS: Prepare an outside land drill in which students throw a rope, a picnic jug,	bleach bottle or milk jug with rope attached, etc. to a fellow student (victim) and "pull" him/her in. This "doing" type drill helps students retain these rescue techniques. LESSON V A. Show Red Cross film: "Preventive Lifeguarding." This film is filmed at Daytona Beach and also at a swimming pool. Discuss after the film: 1) Using the phone for an emergency call. 2) How to go up and down a ladder. 3) Rules: No running at a pool.

CONCEPT: WATER SAFETY CLASSROOM UNIT

SUB-CONCEPT: WATER SAFETY RULES

OBJECTIVE: TO DEVELOP IN STUDENTS AN AWARENESS, KNOWLEDGE, AND AN APPRECIATION OF THE RULES AND REGULATIONS FOR SAFETY IN OR NEAR THE WATER.

ACTIVITIES	ACTIVITIES
LESSON V (cont.) Only one on a diving board at a time. Racing dive. 4) Take a shower before entering the water. FOLLOW-UP LESSON: A. Take a field trip to the beach, marina, borrow pit, river, pool, any body of water and while there, discuss water safety rules. Perhaps this field trip could be in conjunction with science or another area. B. Upon return from field trip, ask students to draw a picture of some event of the day as it relates to water safety.	C. Show the film, "Find a Float."

WATER SAFETY WRITTEN TEST
TRUE-FALSE

_____ 1. One Water Safety rule is, "Never Swim Alone."

_____ 2. It is O.K. to swim in an area that does not have a lifeguard.

_____ 3. It is O.K. to swim in a neighbors pool when they are not at home.

_____ 4. When swimming at the beach, everyone should swim near a lifeguard.

_____ 5. There is no way to help a drowning person if you do not know how to swim

_____ 6. Pushing and shoving another person in or near the water is O.K.

_____ 7. A borrow pit is a very, very large hole that has filled with rain water.

_____ 8. It is O.K. to run and chase your friend in the swimming pool area.

_____ 9. A run-out or undertow pulls a person out into the ocean.

_____ 10. It is O.K. to swim in the diving area.

_____ 11. A person should stay out of the water when it is lightening.

_____ 12. Throwing a picnic jug to a drowning person could save his/her life.

_____ 13. Children should stay away from the edge of a river or lake as they might fall in.

_____ 14. It is not necessary to have a "buddy" when you go swimming.

_____ 15. Children do not need to know how to make an emergency phone call.

_____ 16. A non-swimmer should never go into deep or rough water on an inner tube.

_____ 17. A tree branch or an oar or paddle could be shoved out to a person who is drowning.

WATER SAFETY WRITTEN TEST (cont.)
TRUE-FALSE

_____ 18. No one should take a shower before swimming.

_____ 19. It is O.K. for 2 or 3 kids to be on the diving board at the same time

_____ 20. When a person is caught in a run-out, she/he should swim parallel to the shore.

I. CONCEPT: SWIMMING UNIT

SUB-CONCEPT: BASIC SWIMMING SKILL

OBJECTIVE: STUDENTS WILL DEVELOP THE BASIC SKILLS OF RHYTHMIC BREATHING, BOBBING, GLIDING, SO THAT SHE/HE WILL BE COMFORTABLE IN THE WATER.

ACTIVITIES	ACTIVITIES
LESSON PLANS If this Water Safety Classroom unit is in conjunction with the swimming program, please review briefly each day some of the swimming instructor's lesson. PARENT PERMISSION SLIPS Parent permission slips are a must and they must be turned in before a child is allowed to participate in this program. STUDENT A. Students are responsible for bringing a bathing suit and towel. They need to be reminded each afternoon if there is a lesson the next day.	If a student does not have a bathing suit, she/he may wear cut offs or shorts and a top. B. Ask the homeroom mother to buy large ziplock bags to carry towels and wet suits. Give a prize to students who still have their bag at the end of the swim program. INSTRUCTORS Instructors should be certified by the American Red Cross or approved by the principal and Supervisor of Physical Education. Qualifications to take this course is extremely important not only for the safety of the children but for the protection of the teacher in liability cases.
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I. CONCEPT: SWIMMING UNIT

SUB-CONCEPT: BASIC SWIMMING SKILL

OBJECTIVE: STUDENTS WILL DEVELOP THE BASIC SKILLS OF RHYTHMIC BREATHING, BOBBING, GLIDING, SO THAT SHE/HE WILL BE COMFORTABLE IN THE WATER.

ACTIVITIES	ACTIVITIES
AIDES or VOLUNTEERS There should be one aide, parent volunteer, or volunteer for every 5 to 7 students in the water. Some volunteers should be stationed around the teaching area to "life guard" and to encourage the students. Others may want to get in the water and assist the students. CLASSROOM TEACHER The classroom teacher must stay with the class at all times. She/he is responsible for record keeping and discipline. The teacher is to bring the swimming checklist and as each student is tested the teacher will check off the completed item. Please keep accurate records and keep them on file in the office upon completion of this course. The classroom teacher is responsible for getting students to and from the pool as well as seeing that they arrive on time.	A Red Cross Water Safety Card, YMCA Water Safety Card or a certificate of your design may be awarded to students successfully completing the following. 1) Pass all 10 items on the swimming skill test. 2) Score a grade of 75 or above on the written test. One pool period should be spent discussing and showing students non-swimming rescues, extensions and assists. Show students the following: (Grades 3-6 only) 1) That an empty gallon milk jug (top on) or gallon picnic jug will float and if thrown to a person, the person could hold onto it and keep his/her head out of the water.

I. CONCEPT: SWIMMING UNIT

SUB-CONCEPT: BASIC SWIMMING SKILL

OBJECTIVE: STUDENTS WILL DEVELOP THE BASIC SKILLS OF RHYTHMIC BREATHING, BOBBING, GLIDING, SO THAT SHE/HE WILL BE COMFORTABLE IN THE WATER.

ACTIVITIES	ACTIVITIES
2) That a pole, branch or stick may be held out to someone in the water. When the person grabs hold, she/he may then be pulled in. 3) That a rope, with a jug attached, a pole with a rope attached or a fishing pole (without hook) may be extended or thrown to a victim. 4) That a life perserver, (personal floatation device) buoy or other things near a pool or body of water, may be thrown to a victim.	

DUVAL COUNTY DEPARTMENT OF PHYSICAL EDUCATION

BASIC SWIMMING AND WATER SAFETY PROGRAM

CHECKLIST

	Knows role of Life-Guard and danger of swimming alone	Observes Pool Rules	Follows Directions	Jump in deep water & swim to side of pool	Jump in Water & level off 10 ft. minimum Arm stroke (over & under recovery)	Bobbing 15 consecutive times	Back Glide 2 body lengths	Prone Glide w/kick 3 body lengths	Prone Glide 2 body lengths	Rhythmic Breathing 10 consecutive times	Breath Holding 7 seconds	Instruction in Non-Swimming Rescues	Girls/Boys (G/B)	Black/White (B/W)
1.														
2.														
3.														
4.														
5.														
6.														
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16.														
17.														
18.														
19.														

EVALUATION SHEET

Physical Education Teacher(s) _____ School # _____

_____

	Boys	Girls
1. Number of students participating in the program.	____	____
2. Number of black students.	____	____
3. Number of students making a grade of 75 or above on the written test.	____	____
4. Number of students who passed the basic swimming skills.	____	____
5. Number of students who received their "Water Safety" card.	____	____

WATER SAFETY CLASSROOM UNIT

AIDES AND MATERIALS

1. POSTERS

American Red Cross
2525 Riverside Avenue
(at the bridge behind the Krystal)
388-2617

The Red Cross will give teachers posters to display in their rooms. These illustrate water safety rules and regulations.

2. FILMS

Films available from: Media Center
Warren Street
633-7777

Many different schools will want to use these films, please return them to the Media Center within 24 hours.

FILMS AND FILMSTRIPS

FILMS

1. "I'm No Fool in Water" (Color) 15 minutes

   Basic concepts covers:

   A) History of Swimming.
   B) Never Swim Alone.
   C) What To Do in a Run-Out.
   D) Do Not Trust Plastic Floats.
   E) Swim in Supervised Areas Only.

2. "Drownproofing" (Color) 25 minutes

   Indepth study depicting the "drownproofing" or "survival" swimming method developed by Fred Lamoue at Georgia Tech. This is a technique for staying afloat for hours at a time without tiring. Excellent!

3. "Survival Swimming" (Color) 7:09 minutes - Silver Springs

   A hunter in full gear falls into deep water, but he won't "die with his boots on" because he knows the principles of survival swimming. Shown in this film are the rules for coping with watersoaked clothing, combined with survival floating and treading techniques, thus making the film a compact primer on personal safety in the water.

4. "Nonswimming Rescues" (Color) 7:18 minutes

   What's the best way to rescue a swimmer in trouble? Viewers of this film quickly learn that jumping in to make a heroic swimming rescue is the last resort. Nonswimming rescues are safer, easier, and usually faster. A variety of extension, throwing, and wading assists are demonstrated, and the irreplaceable factor of common sense is emphasized in this concise review of elementary rescues.

5. "Swimming Rescues" (Color) 8:09 minutes

Although emphasizing that safe, nonswimming rescues should be used whenever possible, this film details the principles of swimming rescues. It reviews the fundamental swimming skills for lifesaving training, and then gives the viewer a look at entries, stroke adaptations, approaches, carries, and tired-swimmer assists. Underwater photography helps pinpoint the important aspects of each skill and makes the film a "must see" for lifesaving candidates.

6. "Special Equipment Rescues" (Color) 9:25 minutes - Daytona and Silver Springs

Rescuing a scuba diver unconscious on the bottom is a tough lifesaving assignment, but trained rescuers know that the diver's own gear can make a life-and-death difference. The correct way to deal with this and other situations is emphasized with stop-action replays, then on to rescues using standard lifesaving equipment: the paddleboard, surfboard, rescue tube, torpedo buoy, and rescue line. Stop-action again pinpoints proper techniques and makes this film a valuable teaching tool.

7. "Defenses, Releases, and Escapes" (Color) 7:28 minutes

A panicked victim grabs a lifesaver around the neck. If the rescuer doesn't react calmly and correctly, the result could be a double drowning. This film's slow motion, and stop-action underwater replays isolate the individual steps of each defense, release, and escape.

8. "Removal From the Water" (Color) 5:35 minutes - Cypress Gardens and Silver Springs

Knowing how to remove a victim from the water is important too. The film cautions, however, the removal is not as crucial as maintaining breathing and stresses the importance of starting artificial respiration in the water if necessary. The removal techniques demonstrated include the saddleback carry, the drag, the team lift, and the use of a backboard in cases of suspected neck or back injuries.

9. "Snorkeling Skills and Rescue Techniques" (Color) 12:56 minutes - Silver Springs

This popular film begins with a look at how to select and use masks, fins, and snorkels. Host Tom Ebro explains proper water entries and search and rescue techniques. The importance of the buddy system is emphasized throughout. The film is designed to supplement lifesaving courses but can also be used effectively on television and with general audiences.

10. "Boating Safety and Rescues" (Color) 10:13 minutes - Silver Springs and Annapolis, Md.

A capsule review of small boat safety is presented in an interesting and informative style. Then the viewer gets a look at how some of the basic lifesaving techniques are adapted to make rescues from boats. This film, with its emphasis on common sense, is an important part of lifesaving preparedness.

11. "Preventive Lifeguarding" (Color) 9:22 minutes - Daytona Beach and Los Angeles, California.

This is an important film for today's lifeguards - and tomorrow's.

A) Discusses how to use phone for an emergency.

B) Safety rules

1) how to use a ladder
2) no running
3) one on diving board at a time
4) racing dive

C) Take a shower before entering the water.

12. "Skilled Swimming" (Color) 13 minutes (Part I)

From the Red Cross, this is an excellent instructional film of the side-stroke, elementary back stroke, and breaststroke. Slow motion features are included.

13. "Skilled Swimming" (Color) 19 minutes (Part II)

This film, made by the Red Cross, gives excellent instruction in the crawl, backstroke, butterfly, turns and starts. Slow motion features are included.

14. "Find a Float"

LOOPS FILMS (Available from the Media Center.)

1. "Methods of Floating" - 3 minutes 35 seconds
2. "Drills for Building Confidence" - 3 minutes 40 seconds
3. "Butterfly Stroke" - 3 minutes 20 seconds
4. "Competitive Starts" - 3 minutes 35 seconds
5. "Competitive Turns"

FILMSTRIPS FOR SCHOOL LIBRARIES (TO PURCHASE)

1. "Fun or Fearful" - Eye Gate

   Basic Concepts covered:

   A) Never Swim Alone.

   B) Do not play near the water without someone watching you.

   C) Do not play near the bath tub.

   D) Play in a supervised area.

   E) Do not splash or jump around.

   F) Do not go near private or plastic pools (Do not climb over fence.)

   G) Do not swim at night.

   H) Discusses Docks and Boats.

2. "I'm No Fool in Water"

   Basic Concepts covered:

   A) History of Swimming.

   B) Never Swim Alone.

   C) What To Do in a Run-out.

   D) Do not trust plastic floats.

   E) Swim in supervised areas only.

3. "Think Safe, Act Safe" - Eye Gate

Basic Concepts covered: (5 frames only are on swimming)

A) Swim with someone watching you.

B) Do not play near water; think ahead is the thought.

C) Swimming pools can be fun.

4. BOOKS

Basic Rescue and Water Safety Booklet may be purchased from the American Red Cross. A copy should be in every school library. Teachers too may purchase it for $1.50.

CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES

Physical Education does have a place in the classroom. When inclement weather prevents the class from going outside there are many activities that may be presented in the classroom in which children are learning, active, and also having a great time.

Rhythms are excellent for classroom work. Desks may be moved back or the class may be taken to the cafetorium. There are many fine creative rhythm records, Dance A Story, ball bouncing records, elementary square dance records, modern "Dances Without Partners? records of parachute records.

Fitness type activities can be adapted to classroom also.

Relays can be modified. Rows can be used and fast walking can be substituted for running.

Target activities, with targets placed at varying distance from a starting line, are very valuable. Balls may be rolled at bleach bottles and beanbags or yarn balls may be pitched at targets or pitched into trash cans.

Rules, or the history of a sport, may be explained in the classroom.

There are many good films in the media center, especially on movement education, that would be interesting to the teacher and that would give one some new ideas for creative play.

Films strips or loops are in your school library.

One particular idea to keep in mind is to have as many children as possible active in the classroom. Small circle groups, rows or lines affords children more "turns" and keeps them active.

Stress safety. Ask children to walk instead of run and ask them to keep their feet under their desk.

I. CONCEPT: CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES AND GAMES

SUB-CONCEPT: INDOOR ACTIVITIES

OBJECTIVE: THE STUDENT WILL LEARN NEW AND DEVELOP EXISTING SKILLS WHILE PARTICIPATING IN ACTIVITIES INDOORS.

ACTIVITIES	ACTIVITIES
"CLOTHESPIN PICK UP" SKILL: FINE MUSCLE COORDINATION (FINGERS) AREA: CLASSROOM PLAYERS: ANY NUMBER EQUIPMENT: Snap-type clothespin for each child. Construction paper in the following amounts, shapes and colors. 30 - red rectangles 30 - blue circles 30 - brown squares 30 - purple diamonds 30 - green triangles FORMATION: Scattered Spread the shapes out on several table tops or on the floor. Upon command the children will try to clip their clothespin to a shape and/or the color. **THEY MAY HOLD THE SHAPE WITH THEIR OTHER HAND.	The teacher will ask the children the following: "Can you attach (clip) your clothespin to a circle?" "Can you attach (clip) your clothespin to something that is red?" AND SO ON. VARIATION: Tie a long string (2' off the floor) between two chairs and ask the children to attach a shape or color to the "clothesline."

I. CONCEPT: CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES AND GAMES

SUB-CONCEPT: INDOOR ACTIVITIES

OBJECTIVE: THE STUDENT WILL LEARN NEW AND DEVELOP EXISTING SKILLS WHILE PARTICIPATING IN ACTIVITIES INDOORS.

ACTIVITIES	ACTIVITIES
"CLOTHESPIN PIZZA" SKILL: FINE MUSCLE DEVELOPMENT (FINGERS) AREA: CLASSROOM PLAYERS: Any number EQUIPMENT: Cardboard circle with 8 slices marked. 8 snap-type clothespins FORMATION: Scattered Mark the end of a snap-type clothespin with a circle, square, rectangle, etc. Also mark the cardboard "pizza" with similar shapes (SEE DIAGRAM). Ask the student to match the shape on the clothespin to the shape that is on a slice of the "pizza", and snap it on the "pizza". CLOTHESPINS 10" PIZZA	"HUCKLE BUCKLE BEAN STALK" SKILL: OBSERVATION AREA: CLASSROOM PLAYERS: Any number EQUIPMENT: Any small object; an eraser FORMATION: Seated at tables Children hide their eyes while the teacher walks around the room and, in passing, hides an object in plain sight. At the signal all begin looking for it, moving around the room. Without indicating the object as he sees it, the player shouts "Huckle Buckle Bean Stalk" and goes to his seat and waits until the last person has found it. The first person to see the object may place it for the next game. VARIATION: Select 5 children at a time to go out in the hall while a "leader" hides an object. Bring children back into the room and students clap if the 5 are "Hot" or "Cold". Game is played as outlined above.

I. CONCEPT: CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES AND GAMES

SUB-CONCEPT: INDOOR ACTIVITIES

OBJECTIVE: THE STUDENT WILL LEARN NEW AND DEVELOP EXISTING SKILLS WHILE PARTICIPATING IN ACTIVITIES INDOORS.

ACTIVITIES	ACTIVITIES
"FIND THE LEADER" SKILL: OBSERVATION, EXERCISES AREA: CLASSROOM PLAYERS: Any Number EQUIPMENT: None FORMATION: Circle The teacher selects two people who will secretly lead the exercises for the group. The group is instructed to cautiously watch these two. The teacher has already selected one person to be the "guesser." The guesser watches the group, who is doing exercises, and tries to guess who is leading the exercises.	**"FINGER ACTIVITIES"** SKILL: HAND-EYE COORDINATION, SMALL MUSCLE DEVELOPMENT AREA: CLASSROOM PLAYERS: Any Number EQUIPMENT: None FORMATION: Scattered A. Roll up a piece of newspaper, tape to prevent unrolling, and ask the children to try to gently toss it from one hand to the other. VARIATION: As children advance in skill, ask them to: a) try to toss it to a partner (catch with both hands) b) try to flip it. c) try to flip it from one hand to the other.

I. CONCEPT: CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES AND GAMES

SUB-CONCEPT: INDOOR ACTIVITIES

OBJECTIVE: THE STUDENT WILL LEARN NEW AND DEVELOP EXISTING SKILLS WHILE PARTICIPATING IN ACTIVITIES INDOORS.

ACTIVITIES	ACTIVITIES
B. Hand Clapping 1) Fingers to fingers. 2) Fingers to palms. 3) Palms to palms. C. Finger Snapping Demonstrate snapping (middle finger snaps from thumb to palm) and then ask the children to practice snapping. D. Finger Tapping Ask the children to tap on the desk the following: 1) Little finger. 2) Ring finger. 3) Middle finger. 4) Index finger. 5) Thumb. 6) All fingers. Ask the children to interlace the fingers of both hands with the palms down and then say,	"This is the church." "This is the steeple." "Open the door and see all the people." <u>"CHAIR ACTIVITIES"</u> SKILL: MOVEMENT, DIRECTIONAL CONCEPTS, BALANCE AREA: CLASSROOM PLAYERS: Unlimited EQUIPMENT: 1 chair for each person (a desk may be used) FORMATION: Chairs are lined up in rows A. "Seat Change" Children are asked to change chairs. The teacher asks: "Can you move to the right? Left? Forward? Backward? Up? Stand Up? Sit Down?"

I. CONCEPT: CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES AND GAMES

SUB-CONCEPT: INDOOR ACTIVITIES

OBJECTIVE: THE STUDENT WILL LEARN NEW AND DEVELOP EXISTING SKILLS WHILE PARTICIPATING IN ACTIVITIES INDOORS.

ACTIVITIES	ACTIVITIES
B. "In The Pond, On The Bank" The teacher instructs the children that when he/she says "In the pond," all children stand up. When he/she says "On the bank," all children sit down. The teacher starts out saying these very slowly, and then repeats the sayings faster. When a student makes a mistake, he/she is out of the game. NOTE: Children seem to love this game and as it is played in just a couple of minutes, it can be repeated. **A GREAT WARM-UP ACTIVITY. C. "Around the Chair" The children are asked to perform various movements around their own chairs - walking, jogging, leaping, skipping, running, hopping, side-step to the left, right.	D. "Chair Ring Toss" Simply turn a chair upside down and ask children to throw rings onto the legs of the chair. E. "Obstacle Course" Place chairs around the room and ask children to run around them, jump off, crawl under or climb over them.

I. CONCEPT: CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES AND GAMES

SUB-CONCEPT: INDOOR ACTIVITIES

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ACTIVITIES	ACTIVITIES
"PUDDLE PLAYING GAME" SKILL: MOVEMENT, DIRECTIONAL CONCEPTS, BALANCE AREA: CLASSROOM, PLAY AREA, CAFETORIUM PLAYERS: Unlimited EQUIPMENT: Chalk, tape or 15 cardboard "puddles", or carpet squares FORMATION: Scattered Draw or tape ovals on the floor, use carpet squares or make 12" cardboard shapes to represent "puddles". Ask the children to pretend to be people, objects or animals. Then ask them: 1) "Can you leap over the puddle?" 2) "Can you wade through the puddle like a duck?" (with hands tucked up under arms in duck fashion). 3) "Can you roll through the puddles like a ball?"	4) "Can you splash in the puddles?" 5) "Can you splash other people from your puddle?" "SPIN THE PLATTER" SKILL: COORDINATION AREA: CLASSROOM OR PLAY AREA PLAYERS: 6 to 8 per circle EQUIPMENT: 1 platter per circle FORMATION: Circle Six to eight players stand in a circle and number off. Any person goes to the center, spins the platter, and calls a number. The person with that number tries to catch the plate as it is spinning. If the plate falls over, the person is out of the game.

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VARIATION: Tape a piece of colored construction paper to the chest of each child in the circle. The person in the center then calls a color. The construction paper may be cut into shapes. The person in the center will then call a shape. "THE TOUCH GAME" SKILL: COORDINATION AREA: CLASSROOM OR PLAY AREA PLAYERS: Unlimited EQUIPMENT: None FORMATION: Partners, Scattered Get partners. Stand face to face about an arms length apart. On command, "Go", see if the one partner can touch the other partner. Each, of course, is trying to keep from the the other.	Every time one can touch his/her partner, he/she gets one point. VARIATION: Face partner and put hands on partner's shoulders. Each time one can stop on partner's toes, he/she gets one point. "CLOWN SPONGE BALLS" SKILL: EYE-HAND COORDINATION, THROWING AREA: CLASSROOM OR PLAY AREA PLAYERS: 4 or 5 per team EQUIPMENT: Wet Sponge, Blackboard FORMATION: 4 teams On the blackboard draw four large clowns.

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Children stand 7 to 10 feet from the clown, throw a small round shaped sponge, and try to hit the clown. Different areas of the clown are worth certain points. Points are awarded to each team when one of its members hits certain areas of the clown. Each child throws once and goes to the end of the line. Play may continue for 15 minutes. "TRASH CAN THROW" SKILL: THROWING AREA: CLASSROOM OR PLAY AREA PLAYERS: 3 to 6 per team EQUIPMENT: 3 beanbags per team 1 trash can per team FORMATION: Lines Trash can is placed at the front of the room. Each team lines up in the aisles between the desks approximately 7 to 9	feet from the trash can. Each child is handed three beanbags and he/she throws them, one at the time and tries to get them in the trash can. The team gets one point for each beanbag landing in the trash can. If the bag lands on the edge and stays there, a point is also scored. Ask the children to count the points, as they are made.

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ACTIVITIES	ACTIVITIES
"YARN BALL VOLLEYBALL" SKILL: EYE-HAND COORDINATION AREA: OPEN AREA OF CLASSROOM PLAYERS: Unlimited EQUIPMENT: Yarn Ball, Rope or String FORMATION: Scattered Stretch a rope across an open space and tie each end to a chair. The rope should only be about 2' high. Ask children to scatter out some on either side of the rope and sit down. Children then try to throw and catch over the rope. VARIATION: Children may assume kneeling position	"BARNYARD GOLF" SKILL: EYE-HAND COORDINATION AREA: CLASSROOM, PLAY AREA, CORRIDOR PLAYERS: Partners EQUIPMENT: 1 Beanbag per player, 9-#10 tin cans from the school cafeteria. Each can is painted with a number 1-9. Cans may be decorated with contact paper also. FORMATION: 1 or 2 children behind each tin can Each child starts at a "Hole" (tin can) and throws his/her beanbag to the next "Hole" in the sequence. If the student gets the beanbag in the hole, he/she may get 1 point. Each student then picks up his/her beanbags and attempts to throw it to the next "Hole".

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ACTIVITIES	ACTIVITIES
"BLACKBOARD RELAYS" SKILL: RUNNING, LETTER SKILLS, NUMBER SKILLS AREA: CLASSROOM PLAYERS: Unlimited EQUIPMENT: Chalk, Blackboard FORMATION: Row of chairs The class is divided into equal teams of 4-5 players. Each team occupies a row of seats. Chalk can be placed on the first desk or left in tray of blackboard. On a signal, the first player in each row runs to the blackboard, makes a mark on the board with the chalk, returns to his/her seat and hands the chalk to the person behind him/her in the row. This person follows the same procedure. The winning team is the one which has the last player in the row return to his seat first.	Second or third grade children may be asked to do the following: INITIAL RELAY: Same procedure as above except each person writes his/her initials on the blackboard. NUMBER RELAY: Same procedure as initial relay except each person writes a designated number (it could be tied in with the day's lesson).

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ACTIVITIES	ACTIVITIES
"SQUARE, WHERE ARE YOU?" SKILL: HEARING DISCRIMINATION AREA: CLASSROOM, PLAY AREA PLAYERS: 3 or 8 EQUIPMENT: 4 blindfolds FORMATION: Children form circle holding hands Players are chosen by teacher for each circle. (one is "circle" and one is "square") Both are blindfolded. Circle calls, "Square Where Are You?" Square answers, "Here I Am," quickly and silently changing his place. Guided by voice, circle tries to catch square. Procedure is repeated until square is caught. SUGGESTIONS: If game is played in classroom, form the children in an oval in front and the back part of the room.	"FUN WITH YARN BALL" Directions for making a yarn ball are located in the "Homemade Equipment" section. If you are looking for activities for the classroom, school playroom, club room, games with the use of Yarn Balls are the answer. The Yarn Ball can be juggled, kicked or batted into the air. When it falls to the floor it does not roll far and therefore will not interfere with other groups at play. No one can get hurt by direct contact with it. Many games where a ball is used may be adapted for play with yarn balls. TEN TRIPS: The group is divided into circles of eight to ten players. A leader in the center of the circle throws the Yarn Ball consecutively to each member in the circle. When the ball is returned by the last one, the leader calls "One" indicating that the Yarn Ball has made one trip around the circle. The group finishing ten trips first wins. Classroom adaptation - Aisles are used. The leader passes to each player in turn. The players sit in their seats after they throw the Yarn Ball back to the leader. When the last

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player returns the Yarn Ball and sits, the leader calls "One." Play is continued. The isle completing ten trips first wins. OVER RELAY: The group is divided into relay teams. The leader passes the Yarn Ball over his head to the second one in line. Each player in turn passes the ball back over his/her head to the second one in line. Each player in turn passes the ball back overhead. When the last player receives the ball he/she runs to the head of the line and continues to play as before. The line finishing first with the original leader back in place first wins. UNDER RELAY: The players are arranged as above, each player standing in stride position. The Yarn Ball is passed between the legs. Play continues as in the "Over Relay." OVER-UNDER RELAY: Players are arranged as in above relays. The first person passes the Yarn Ball over his head, the second passes it between his legs, the third over, etc. Play continues as in above	games. Classroom adaptation - Players st[illegible] in aisles facing front of room. After each player passes the Yarn Ball back, he turns around and faces rear of room. When the end player receives the Yarn Ball, he/she also turns and faces rear and starts the Yarn Ball back again. Use the three forms of passing: Over, Under and Over-under. CLASSROOM ADAPTATION: Players stand in aisles facing front of room. After each player passes the Yarn Ball back, he/she turns around and faces rear of room. When the end player receives the ball, he/she also turns and faces rear and starts the Yarn Ball back again. Use the three forms of passing: Over, Under and Over-under.

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ACTIVITIES	ACTIVITIES

"ADD AND SUBTRACT"

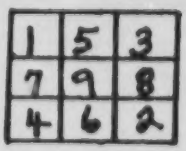
SKILL: ARITHMETIC

AREA: CLASSROOM

PLAYERS: 2-4

SUPPLIES: Bean Bag for each player. One is marked with a plus sign and one with a minus sign

FORMATION: Informal or by rows



Lay out a nine-square diagram with each square 12" wide. The squares are numbered 1-9. Each player tosses two rubber heels (or beanbags) toward the target on the floor, one at a time. He adds the score made by the plus throw and subtracts the score of the minus throw. Scores are determined where the heel rests on the target. If the heel rests on a line between two squares, the higher value is taken. Any throws falling completely outside the target area are scored minus 5.

The game adapts itself well to the classroom, as a target can be drawn at the front of each aisle.

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ACTIVITIES	ACTIVITIES
"HUNTER, GUN, RABBIT" SKILL: Develops ability to make choices. AREA: Classroom, playground PLAYERS: Unlimited SUPPLIES: None FORMATION: Line The children are divided into 2-4 teams, which line up facing each other. They can be sitting or standing. Each team has a captain. Each team privately decides on one of the following three imitations: HUNTER: Bring hands up to the eyes and pretend to be looking through binoculars. GUN: Bring hands and arms up to a shooting position and pretend to shoot.	RABBIT: Put hands in back of head with fingers pointed up. Move hands back and forth like moving rabbit ears. A signal "Go" is given, and each team pantomimes its choice. To score, the following priorities have been set up: A. If one side is the hunter and the other the gun, the hunter wins as the hunter shoots the gun. B. If one team selects the gun and the other imitates a rabbit, the gun wins as the gun overcomes the rabbit. C. If one side is the rabbit and the other the hunter, the rabbit wins as it can run away from the hunter. D. If both teams have the same selection, no point is scored. The first team scoring ten points wins. TEACHING SUGGESTION: Keep things moving. One way

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ACTIVITIES	ACTIVITIES
to do this is to have the child on the right of each line go down the line and whisper the choice to the children of his team as he moves. He then positions himself on the left, with a new child at the right of each line ready for selecting and initating the next choice "RHYTHM" SKILL: Concentration, hand and finger coordination, and number skill. AREA: PLAYERS: 10-15 SUPPLIES: None FORMATION: Seated in circle This is a rhythm game involving a three-count rhythm. The children must practice the rhythm well before the game can be successful. The action is as follows: Count 1 - Slap knees	Count 2 - Clap hands Count 3 - Snap fingers Each child in the circle has a number. The leader calls a number on the third count (snap fingers). The player whose number was called then calls another when he snaps his fingers. The object of the game is to keep the precise rhythm and keep the numbers called back and forth across the circle. ERRORS: Breaking the rhythm Not calling another number after yours has been called Calling when your number has not been called Calling a number of a player who has been eliminated Players are eliminated after they have made three errors. The number of an eliminated player is dead and cannot be called.

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ACTIVITIES	ACTIVITIES
VARIATION: This game is also played with a four-count rhythm. The first two counts are the same. On count three snap the right fingers and on count four snap the left. "TEN TRIPS" SKILL: THROWING AND CATCHING AREA: CLASSROOM, PLAYGROUND PLAYERS: Unlimited EQUIPMENT: 2 playground balls FORMATION: 2 circles "GO": On "go", the ball is passed around the circle from child to child. When the first child receives the ball, all shout one and continue passing the ball around the circle. The first child to complete 10 trips around the circle wins.	"ALPHABET RELAY" SKILL: LETTER SKILLS AREA: PLAYGROUND, CLASSROOM PLAYERS: Unlimited EQUIPMENT: None DESCRIPTION: Have several groups scattered around the play area - ten to sixteen to the group. The Leader should be elevated in order to better detect the winner. The Leader calls a letter, i.e., the letter "T" and all groups quickly form that letter. The group forming the correct letter first scores a point for their team. SUGGESTIONS: (1) With older groups require the base of the letter to be toward the Leader. (2) In order to gain attention and add suspense draw out the calling of the letter. Example: Form...the...letter...DI (3) After sufficient letters have been called the game may be ended by elimination.

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ACTIVITIES	ACTIVITIES
"SALESMAN" SKILLS: MEMORY AREA: CLASSROOM PLAYERS: Unlimited EQUIPMENT: Ten objects FORMATION: Classroom arrangement DESCRIPTION: One child, the salesman, has ten objects which he sells to ten people in the room. As soon as a player buys (selects) an object he immediately hides it. When the salesman has sold everything he tries to buy them back. If he remembers correctly what the buyer bought, he gets the object back again. When he has collected all objects another player becomes the salesman. The leader records the number of mistakes in collecting the objects.	

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ACTIVITIES	ACTIVITIES
"RHYTHMS" SKILL: Hearing Discrimination AREA: Classroom, play area PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered or circle. DIRECTIONS: Some of these activities may sound "silly" but they have been field tested and it seems students as well as adults have had a great time as well as <u>all</u> being involved in participation type activities. <u>LITTLE RED RIDING HOOD (story)</u> Divide class into 3 groups (size makes no difference). Instructions to the first group are as follows: "Each time you hear 'Big Bad Wolf' your	group will say, 'Wolf, Wolf'." 2nd group: "Each time you hear 'Little Red Riding Hood' you will say, 'My, My'." 3rd group: "Each time you hear 'Grandmother' you will say, 'Poo Poo Pe Doop'." All students will kneel on one knee and upon hearing his/her key word will stand up and say the phrase quickly and kneel. The instructor needs to recite the story quickly for best effect. <u>MY BONNIE LIES OVER THE OCEAN (song)</u> All in the class are on one knee while singing "My Bonnie Lies Over the Ocean". Each time a student hears a word starting with the letter "B", he/she will stand up quickly and then quickly kneel.

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ACTIVITIES	ACTIVITIES
"PUSH AND PULL" SKILL: Agility, strength AREA: Classroom, playground PLAYERS: Unlimited (limited only by space available) EQUIPMENT: Indian Club, 6 ft. circles drawn on floor. FORMATION: Scattered. POISON PEP: Grasp fingers and try to pull or push your opponent so that he touches the Indian Club. SHOULDER PUSH: Partners put hands on each other's shoulders. First person to push the other out of the circle wins. TWO HANDS ON HEAD PUSH: Each person puts both hands on the opponent's head. By leaning forward and pushing each other they try to push the other out of the circle. SIDE BY SIDE PUSH: Two persons lie side by side in a prone position. Each tries to push	the other a certain distance using the side of the body next to the other person. HEAD TO HEAD: Each person places the top of his head against the opponent's head. Each tries to push the other a certain distance or out of a circle. (This may also be done on hands and knees). FEET TO FEET PUSH: Sit flat on the floor with your feet against opponents. By pushing with your hands, legs and hips, try to force the opponent backward. BACK TO BACK PUSH: Same as above except using your feet to push you back against the opponent. PRONE FEET TO FEET: Each person lies on his stomach, flat on the floor with his feet touching those of his opponent. By pushing with his fingers, etc., each person tries to push the other a certain distance. LOCK WRISTS PULL: Lock wrists with the opponent and see who can tug the other out of a circle.

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ACTIVITIES	ACTIVITIES
BACK TO BACK PULL: Stand back to back with elbows locked and try to pull the other out of a circle. BACK TO BACK - RIGHT HANDS BETWEEN LEGS: Standing back to back, place your right hand between your legs and grasp the hand of your partner who has assumed the same position. See which one can pull the other a specified distance.	"COMBATIVES" SKILL: Strength, agility, and endurance. AREA: Classroom or playground. PLAYERS: Unlimited (limited only by space available EQUIPMENT: Every 2 students will require 2 volleyballs, 1 6 ft. circle, wand or short broomstick, tire, rope and swatter, blindfold, balloons. BALL-BETWEEN-THE-KNEE-FIGHT: Two people place volley ball between kneecaps, gripping the ball with their legs. Then they walk around the floor and see which can knock opponent's ball from between the knees first. HAND WRESTLE: Clasp right hand of opponent and pull off balance. INDIAN WRESTLE: Lie on back, hook legs and turn opponent over. KNEE SLAP: Slap knee of opponent.

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ELBOW WRESTLE: Lie on stomach facing opponent clasping right hand of opponent with elbows on floor. Object is to force opponent's hand to the left and touch it to the floor. BREAKING ARMS: Own hands interlocked in circle formed by arms. Object is to force opponent to release grasp. STORK WRESTLE: Standing on one leg and pulling opponent off balance. ROMAN WRESTLE: Rider on horse who is on hands and knees. Riders wrestle each other off their mounts. TOE STEPPING: Try to step on toes of opponent. CHINESE PULL-UP: Opponents sit facing each other with feet touching and hands on broom handle. Pull opponent off floor or break his hold. PRISONER: Circle formation with "IT" inside circle of clasped hands. "IT" tries to break through circle.	ODELL WRESTLING: Winner throws loser to ground any way possible without going down also. TIRE WRESTLING: One man in each tire tries to throw opponent out of tire. STICK WRESTLING: Two men grasp stick and try to twist or jerk it away from each other. ARM LOCK WRESTLE: Sitting back-to-back, lean to left so opponent's right arm or hand touches floor. SPARROW FIGHT: Two men in 6 foot circle, grasping own ankles try to oust opponent from circle. ROPE BOXING: Rope tied around each man's waist, hit opponent with pillow or swatter. "ARE YOU THERE SPIKE?": Two blindfolded players on knees facing with left hands joined and swatter in right hand. Alternate question and swatting at the answer man. BALLOON BOXING: Balloon tied around waist of each boxer, no clinching, burst balloon by punching.

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BULL ON THE MAT: All players on hands and knees on mat, push others off mat, last one on is the BULL. BEAT THE BEAR: "Bear" is on all fours, his keeper grasps the waistband of the bear's clothing and uses other hand to tag players slapping at bear. Bear is replaced by one tagged. HAND PUSH: Have two contestants stand facing each other with their toes touching and their palms together at shoulder height. In this position each should push the other's hands until one is forced to step back. The player who forces his opponent backward is the winner.	"GAMES" SKILL: Team cooperation, coordination, number skill, agility. AREA: Classroom or playground. PLAYERS: Unlimited EQUIPMENT: Four utility balls, four equal teams, one box large enough to hold balls. FORMATION: Line, circle or square. BOX BALL: Four balls for 4 equal teams. Formation diagrammed. Leader calls a number. That number from each team runs to box, gets a ball, and hands it to player #1 on his team; he then takes #1's position. Other players have meanwhile moved down to fill in vacant space. Player #1 hands ball to player #2; the ball is passed in this manner to the last player on team who runs and puts it back in the box and goes to head of line. First ball to be put in the box scores 1 point for that team. Teams keep own scores. Each team member keeps his original number although his position is changed. Important! When a player is getting a ball or returning it to the box, have him

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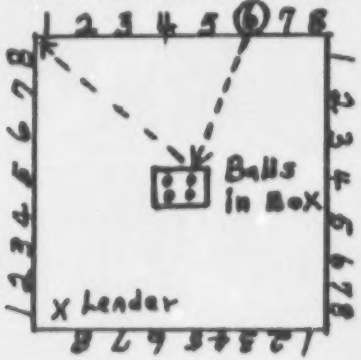
ACTIVITIES	ACTIVITIES
keep his head away from box to avoid collision.  TOUCHDOWN: One small object (marble, rock, button) and an area approximately 40' x 60'. Stand side by side at one end of the area as opponents who are at the opposite end go into a huddle to place the object in someone's hand. All clench their fists as if each holds the object. On signal, the two teams run toward each other, tagging as many opponents as possible (with the object) before they cross the other end line. As the opponent is tagged, he/she must open	his/her hand. Game continues with the other team carrying the object. A point is scored for each touchdown (successfully getting the object over opposite end line). "HIT" SKILL: THROWING, DODGING AREA: CLASSROOM, PLAY AREA PLAYERS: Unlimited EQUIPMENT: One yarn ball or sponge ball FORMATION: Scattered DIRECTIONS: A student is selected to be "IT". "IT" stands in center of room and throws the ball in the air. All players must change seats when the ball goes up in the air, and continuing changing as long as the ball remains up in the air. "IT" catches the ball and throws it, attempting to hit a player out of a seat. If "IT" does this, the player hit becomes "IT". If the player is missed the game is started again.

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ACTIVITIES	ACTIVITIES
FOLLOW THE LEADER (game) (to rock and roll type music, i.e., "Shake It Up Baby") Using half of the gym, divide class into 4 groups - size makes no difference. The groups are stationed at the 4 corners of the area (see diagram). The group at Station I thinks of a movement to go to Station II. As soon as I arrives, Station II then follows back to Station I with the same movement. Station II goes to IV and IV goes to III, using the same movement. Station I is always responsible to "lead" the activity and the other groups must follow.	SUGGESTED MOVEMENTS: Slide, walk, run, kick across, jump zig-zag, turn around and around, get down on all fours, chorus line kicking across, camel walk. "SPONGE BASEBALL" SKILL: AREA: LOCKER ROOM, BLACKBOARD PLAYERS: 10 per team EQUIPMENT: Sponges FORMATION: Line (see diagram below) DIRECTIONS: Players stand 10-15 feet away from blackboard. Each team member gets a turn to throw the sponge and try to hit the blackboard.

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OBJECTIVE: THE STUDENT WILL LEARN NEW AND DEVELOP EXISTING SKILLS WHILE PARTICIPATING IN ACTIVITIES INDOORS.

ACTIVITIES	ACTIVITIES
If he/she hits "Ball" he/she may have another chance. The scorekeeper will keep track of players on the bases of scoring and outs. When one team has made 3 outs, the other is "up to bat", standing in a line behind the starting line. If the sponge hits on a line, the area in which the largest "wet mark" is made is the area that is considered to be "good".	<u>"TRASH CAN BASEBALL"</u> SKILL: AREA: PLAYERS: 6-10 per team EQUIPMENT: Beanbag FORMATION: DIRECTIONS: Each player gets 4 chances to throw a beanbag and hit a trash can 10 feet away. Each team has its own scorer. If the player "gets the first beanbag in the trash can" he/she gets a home run and goes to the end of the line. However, if he/she misses, he/she may try to get the 2nd one in and that will be a triple if he/she fails but gets the 3rd beanbag in that's a double if he/she fails and gets the 4th beanbag in, that's a single. Each player, at the end of his turn, retrieves the beanbags and gives them to the next player.

I. CONCEPT: CLASSROOM AND/OR INCLEMENT WEATHER ACTIVITIES AND GAMES

SUB-CONCEPT: INDOOR ACTIVITIES

OBJECTIVE: THE STUDENT WILL LEARN NEW AND DEVELOP EXISTING SKILLS WHILE PARTICIPATING IN ACTIVITIES INDOORS.

ACTIVITIES	ACTIVITIES
"WEATHER VANE" SKILL: LISTENING SKILLS, LEARNING DIRECTIONS AREA: CLASSROOM OR OUTDOORS PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered DIRECTIONS: The players stand. One player is selected to stand in front of room facing them. The player in front is the "Weatherman" and calls out which way the wind is blowing. If the "Weatherman" says, "The wind blows west", then all the players face west. If he says, "Whirlwind", the players spin around quickly three times. The "Weatherman" should give direction change quickly and in a variety of ways to attempt to mix up the players.	"DETECTIVE" SKILL: LEARNING OBSERVATION SKILLS AND IMPROVING MEMORY AREA: CLASSROOM PLAYERS: Unlimited EQUIPMENT: None FORMATION: Scattered DIRECTIONS: One student is selected as the "Detective". The "Detective" covers his/her eyes as a student is selected to leave the room, and all other students change seats. One student is selected as the leader who tells the "Detective" that we have a missing person from this room! The "Detective" attempts to guess who is missing if he/she fails then the leader calls on players to describe the missing person until "Detective" can identify person.

RHYTHMS

Rhythm activities should be included in the physical education plan for the young child at least twice a week. Children love singing, moving and dance type activities and these activities are an outlet of self-expression. Children should be encouraged to move to the music and at this age they will gladly participate with a little encouragement.

Records and record players may not always have to be used. Singing games outside are especially fun. However, records and a record player may be used outside with a long extension cord or two. Ask your principal to purchase several outdoor type extension cords.

** FOR YOUR CONVENIENCE, A LIST OF RECORDS AND INFORMATION FOR ORDERING IS INCLUDED.

I. CONCEPT: RHYTHM

SUB-CONCEPT: EXPLORING THE ELEMENTS OF RHYTHM COMBINED WITH BASIC MOVEMENT SKILLS.

OBJECTIVE: THE STUDENT WILL BE ABLE TO PARTICIPATE IN ACTIVITIES THAT WILL ENHANCE FINE MOTOR DEVELOPMENT.

ACTIVITIES	ACTIVITIES
1) CARPET SQUARES Activities using carpet squares that are carefully planned for development of basic motor skills, balance, coordination. MH 31 LP Record.....$5.95 2) RHYTHM AND RHYME Excellent record for body coordination activities as well as quiet activities. MH 87 - Record.....$5.95 3) RAINDROPS Record for rainy day activities MH 83 - Record.....$5.95 4) THE HOKEY POKEY Hokey Pokey activity recorded at very slow speed for young children. Album includes the Bunny Hop, Skip To My Lou. MH 33 - Record.....$5.95	5) COLOR ME A RAINBOW In addition to recognizing color concepts, the activities include exercises in recognizing right and left, up and down, shapes, and body awareness. MH 80 - Record.....$5.95 6) SWING TO FITNESS Activities motivate endurance, rhythm and coordination. MH 66 - Record.....$5.95 Recorde 1 through 6 may be purchased from: Newton School Equipment Co., Inc. 400 Drake Street Jacksonville, Florida 32205

I. CONCEPT: RHYTHM

SUB-CONCEPT: EXPLORE THE ELEMENTS OF RHYTHM COMBINED WITH BASIC MOVEMENT SKILLS.

OBJECTIVE: THE STUDENT WILL BE ABLE TO PARTICIPATE IN ACTIVITIES THAT WILL DEVELOP MOVEMENT SKILLS, A SENSE OF RHYTHM AND VARIOUS COMPONENTS OF PHYSICAL FITNESS.

ACTIVITIES	ACTIVITIES
MULTI-PURPOSE SINGING GAMES For physical education, music, or a needed break in the classroom day these fun-and-action singing games will fill the bill. They were developed by Henry "Buzz" Glass, a master teacher, and sung and played in a warm friendly manner. Not only do they relieve tension through large body movements, they also develop listening skills, teach body awareness, handedness, coordination, agility, and encourage interpretive dramatic expression. 1) FALP 510 - Album, Guide on cover.....$5.95 RHYTHM RECORDS 2) RPC-293-Action Songs, Singing Games, Word Opposites, Number and Ordinals, Clock Song, Train Game, Left-to-Right Progression. Side 1 - Reading Readiness Side 2 - Number readiness	3) RPC-1203 - Words and Movement, Games and Activity Songs. Side 1 - About Myself Side 2 - Musical Games RPC-103 - Basic Rhythm for Classroom Use. Side 1 - Action Rhythms Side 2 - Imitative Rhythms 4) RPC-2103 - To Encourage Creative Expression of Movement. Side 1 - Fantasia Side 2 - Modern Movements RPC-303 - Folk Rhythms, Festival Music, Basic Dance Steps, Dances Side 1 - Children's Dance Time Side 2 - Skip Tag or Festival Dance

I. CONCEPT: RHYTHM

SUB-CONCEPT: EXPLORE THE ELEMENTS OF RHYTHM COMBINED WITH SELF EXPRESSION AND MOVEMENT SKILLS.

OBJECTIVE: THE STUDENT WILL BE ABLE TO PARTICIPATE IN ACTIVITIES THAT WILL DEVELOP SELF-EXPRESSION, INTERPRETATION AND BASIC MOVEMENT SKILLS IN RELATION TO MUSIC.

ACTIVITIES	ACTIVITIES
5) RPC-1303 - Dance Steps Side 1 - Dance Steps, Without Partners Side 2 - Dances RUTH EVANS SERIES 6) Record 101-102 - Fundamental Rhythms These fundamental rhythms provide an introduction to simple rhythmic movement. Children should be taught to participate informally. Accurate response to the metric beat of the music is essential to satisfactory accomplishment. Record 103-104 - Animal and Toy Rhythms These rhythms stimulate interest in dramatizing animals and toys. After listening, children should be encouraged to develop their own ideas of interpretation. Record 105-106 - Play and Character Rhythms These rhythms provide the background for the response to music in the form of combinations	of movement. Children should be encouraged to express their own ideas. Record 203-204 - Bouncing Balls, Jumping Rope These rhythms suggest various ways of bouncing balls and jumping rope. Records 1 through 6 may be purchased from: Record Center 2581 Piedmont Road, N. E. Atlanta, Georgia 30324

I. CONCEPT: RHYTHM

SUB-CONCEPT: EXPLORE THE ELEMENTS OF RHYTHM THROUGH PERCEPTUAL AND MOVEMENT SKILLS.

OBJECTIVE: THE STUDENT WILL BE ABLE TO PARTICIPATE AND EXPRESS FEELINGS AND DEVELOP A SENSE OF RHYTHM WHILE PARTICIPATING IN PERCEPTUAL AND MOVEMENT ACTIVITIES SET TO MUSIC.

ACTIVITIES	ACTIVITIES
7) HAP Palmer Record Library. Each record with vocal directions and teacher's guide...$6.95 A. Album 514 - LEARNING BASIC SKILLS THROUGH MUSIC-Vol. 1 numbers, colors, the alphabet, body awareness.. B. Album 521 - LEARNING BASIC SKILLS THROUGH MUSIC-Building Vocabulary-Safety, foods, body parts, concepts... C. Album 522 - LEARNING BASIC SKILLS THROUGH MUSIC-Vol. 2 shapes, numbers, subtractions, telling time... D. Album 527 - MOD MARCHES-Learning concepts of left/right, up/down, across/ in between... E. Album 533 - CREATIVE MOVEMENT AND RHYTHMIC EXPLORATION-Explore ways to move, geometric shapes, concepts, sounds... F. Album 543 - GETTING TO KNOW MYSELF-Body awareness, body image and	position in space, feelings and moods... 8) COORDINATION SKILLS K-6 Activities are graded for the progression of skills from Kindergarten to 6th grade and become increasingly more challenging. Through the use of these sequenced activities your class will be helped to improve listening skills, awareness of space, readiness skills and overall coordination, especially eye-hand coordination. KEA 6050 - 3 LP Records, Manual.....$16.95 KEA 6050 Kit - 3 LP Records, Manual.....$31.95 Yarnballs (box of 10).....$16.00 9) INDIVIDUALIZATION IN MOVEMENT AND MUSIC Action songs, chants, games, dances, story, drama, that provides for group activities with individual students responses. The actions and variations stress rhythms, movements, and music involving perceptual development, basic locomotor activities, directionality body control, and readiness. AP 49 - LP Record, Manual.....$6.95 AP 49 - Cassette, Manual.....$7.95

I. CONCEPT: RHYTHM

SUB-CONCEPT: EXPLORE THE ELEMENTS OF RHYTHM COMBINED WITH OBJECT HANDLING, PERCEPTUAL AND MOVEMENT SKILLS.

OBJECTIVE: THE STUDENT WILL BE ABLE TO EXPRESS FEELINGS AND DEVELOP A SENSE OF RHYTHM WHILE PARTICIPATING IN OBJECT HANDLING, MOVEMENT AND PERCEPTUAL ACTIVITIES.

ACTIVITIES	ACTIVITIES
10) RAINY DAY RECORD Grades K-3 Educationally sound, "sure-fire", classroom tested activities that really involve the children. Some are very active, others are definitely calming. All activities can be done by the children's desk or while sitting, standing in place or moving about the classroom. Brief teaching directions are on the record leaving the teacher free to supervise the class. AR 533 - LP Record, Guide.....$6.95 AC 533 - Cassette, Guide.....$7.95 11) RHYTHM STICK ACTIVITIES K-6 Used creatively, RHYTHM STICKS, whether rolled up newspapers, Pla-Tubes or Lummi Sticks, can widen your perceptual motor program. This album and manual gives music, directions, and new ideas for using RHYTHM STICKS. Activities include gross and fine movements, body image, following directions and coordination skills. AR 55 - LP Record, Guide.....$6.95 AC 55 - Cassette, Guide.....$7.95	12) FUN DANCES FOR CHILDREN Grades K-6 Children can learn such dances as The Twist, The Monkey, The Pony, The Swim, The Funky Broadway, The Freddie all selected for their value as exercises. KEA 1134 - LP Record, Posters, and Manual... $8.95 13) TO MOVE IS TO BE Twenty basic locomotor and non-locomotor movements are imaginatively presented in jingle form by a man's voice followed by music appropriate for that movement. KEA 8060 - 2 LP Records, Manual.....$12.95 14) VOLUME I Grades K-3 This well-rounded program of carefully selected perceptual activities helps to develop: Body Image, Laterality, Space, Directionality, Basic Movement, Physical Fitness, Ocular Training, Auditory Discrimination.

I. CONCEPT: RHYTHM

SUB-CONCEPT: EXPLORE THE ELEMENTS OF RHYTHM COMBINED WITH MOVEMENT SKILLS.

OBJECTIVE: THE STUDENT WILL BE ABLE TO PARTICIPATE IN MOVEMENT ACTIVITIES DESIGNED TO ENHANCE A SENSE OF RHYTHM, PERCEPTUAL AND PHYSICAL FITNESS DEVELOPMENT.

ACTIVITIES	ACTIVITIES
AR 532 - LP Record, Manual.....$7.95 AC 532 - Cassette, Manual.....$8.95 15) FITNESS FUN FOR EVERYONE Grades K-3 A new and different Physical Fitness Album. All activities are set to simple, appealing, well known melodies that children instinctively enjoy. Clear and concise instructions are followed by song-and-action activities designed to develop legs, arms, shoulders, waist, abdomen, feet and back. HYP-R24 - 2 LP Records, Manual.....$12.95 HYP-C24 - Cassette, Manual.....$13.95 16) MARCHES All Grades Five varied tempos for rhythm practice, marching drills, baton twirlers and drill teams plus a solemn, measured processional. The music has a steady beat, no runs or drills to throw your class off-starting with elementary skills and finishing with grand marching. A complete exercise manual is also available.	HYP-R11 - 2 LP Records.....$12.95 HYP-C11 - Cassette.....$13.95 HYP-B11 - Exercise Manual.....$1.00 17) GET FIT WHILE YOU SIT Grades K-6 Muscles strengthening fitness and coordination activities that can be done at the desk. Vertical and Horizontal Arm Coordinations, Leg and Feet Coordination, Neck, Shoulders, Arms, Upper Back, Trunk. KIMBO - AR - 516 - L LP Record.....$6.95 18) CLAP, SNAP, AND TAP Motor Activities to Stimulate the Sensory Motor Growth of Elementary School Youngsters, Basic Rhythmic Beats, Coordination and Large Muscles, Mental Sequencing and Retention, Awareness of Body Parts. AR - 48 LP Record, Manual.....$7.95 AC - 48 - Cassette.....$8.95 19) AND THE BEAT GOES ON FOR PHYSICAL EDUCATION This album touches many bases in the area of

I. CONCEPT: RHYTHM

SUB-CONCEPT: EXPLORE THE ELEMENTS OF RHYTHM COMBINED WITH MOVEMENT SKILLS.

OBJECTIVE: THE STUDENT WILL BE ABLE TO PARTICIPATE IN MOVEMENT ACTIVITIES DESIGNED TO ENHANCE A SENSE OF RHYTHM, PERCEPTUAL AND PHYSICAL FITNESS DEVELOPMENT.

ACTIVITIES	ACTIVITIES
child growth and development. It is designed to favorably affect the mental, psychological and aesthetic, as well as the physical potentials of children. It offers opportunities for child creativity and innovativeness, moderate to semivigorous activities, intriguing coordination problems laterality, directionality and equilibrium involvements - geared in general for individual child successes - utilization in classroom, playroom or gymnasium. KEA 5010 - 2 LP Records, Manual...$12.95	ROOMNASTICS I KEA 1131 - 4 LP Records, Manual.....$25.95
20) ROOMNASTICS I & II Today's music combined with tested activities to develop physical fitness and perceptual motor skills such as self-awareness, and body image. Roomnastics II is more difficult than the first although the entire series is sequental. It requires more effort. The skills are more difficult and the physical activities more challenging.	21) ROOMNASTICS II KEA 1141 - LP Records, Manual.....$25.95 22) JUMPNASTICS Coordination of arm movements with various foot patterns allows for individual expression once the basic skills are achieved. Balance, agility, coordination, endurance and self image are improved. KEA 7000 - 2 LP Records, Manual.....$12.95 23) DO YOUR OWN THING This album contains patterns of exercises designed to develop certain muscle groups, to develop coordination, to develop a knowledge and understanding of phrasing music. KEA 6030 - 2 LP Records, Manual.....$12.95

I. CONCEPT: RHYTHM

SUB-CONCEPT: EXPLORE THE ELEMENTS OF RHYTHM COMBINED WITH MOVEMENT SKILLS.

OBJECTIVE: THE STUDENT WILL BE ABLE TO PARTICIPATE AND EXPRESS FEELINGS, DEVELOP A SENSE OF RHYTHM AND CREATE DANCE PATTERNS THAT WILL PROVIDE FOR PHYSICAL DEVELOPMENT.

ACTIVITIES	ACTIVITIES
24) AND THE BEATLES GO ON AND ON Introduction and definition of five locomotor movements, and the polka step and positive enhancement of balance, coordination and endurance. KEA 8090 - LP Record, Manual.....$8.95 25) DANCES WITHOUT PATTERNS Easy-to-do group dances that help bridge the gap between folk dances and modern teen-age fad dances. These spirited numbers need no partners, yet allow pupils to dance in concert with direction and discipline. Educational Record Sales 157 Chambers Street New York, New York Albums #1, #2 & #3.....$12.95 Ea.	26) CHIMES OF DUNKIRK FORMATION: Double circle, partners facing each other, boys with back to circle DIRECTIONS: 1) Clap three times, pause. 2) Stamp three times, pause. 3) Partners join both hands and walk around each other in eight counts. 4) Partners balance (step forward and back, repeat). 5) Partners walk around each other with right hands raised, boys moving to left to get a new partner. 1. Victor 45676 2. Burns, Evans, Wheeler Folk Dances - Album #1 3. Folk Kraft - 1188

I. CONCEPT: RHYTHM

SUB-CONCEPT: EXPLORE THE ELEMENTS OF RHYTHM COMBINED WITH MOVEMENT SKILLS.

OBJECTIVE: THE STUDENT WILL BE ABLE TO PARTICIPATE AND EXPRESS FEELINGS, DEVELOP A SENSE OF RHYTHM AND CREATE DANCE PATTERNS THAT WILL PROVIDE FOR PHYSICAL DEVELOPMENT.

ACTIVITIES	ACTIVITIES
27) BLEKING FORMATION: Double circle, partners facing, both hands joined DIRECTIONS: 1) Hop on the left foot placing the right heel forward, and extend the right arm. Hop on the right foot and extend the left foot and arm.....measure 1 2) Repeat the step with three quick changes hopping left, right, left.....measure 2 3) Repeat steps 1 and 2 three times.....measure 3-8 4) With hands joined, arms extended sideward shoulder high, partners turn in place with a step-hop, step-hop, etc. The boy	starts on his right foot, the girl starts on her left. The body is inclined toward the side taking the hop and the arms move up and down in windmill fashion.....measure 9-16 1. Victor Dance Series 41-6169 2. Victor 45-6184 3. Burns, Evans, Wheeler Folk Dances, Series I 28) KINDER POLKA FORMATION: Single circle, partners facing. Hands joined, arms extended sideward shoulder high. DIRECTIONS: 1) Partners move sideward toward the center of the circle with a step, close, step, close.....measure 1 2) Three running steps in place starting on the inside foot.....measure 2

I. CONCEPT: RHYTHM

SUB-CONCEPT: EXPLORE THE ELEMENTS OF RHYTHM COMBINED WITH MOVEMENT SKILLS.

OBJECTIVE: THE STUDENT WILL BE ABLE TO PARTICIPATE AND EXPRESS FEELINGS, DEVELOP A SENSE OF RHYTHM AND CREATE DANCE PATTERNS THAT WILL PROVIDE FOR PHYSICAL DEVELOPMENT.

ACTIVITIES	ACTIVITIES
3) Repeat steps 1 and 2.... .....measure 3-4 4) Repeat all.....measure 5-8 5) Slap thighs with own hands, clap own hands together .....measure 9 6) Clap partner's hands three times.....measure 10 7) Repeat steps 5 and 6.... .....measure 11-12 8) Hold right elbow in left hand and shake forefinger of the right hand of partner. Extend right foot with heel on floor.. .....measure 13 9) Shake forefinger of the left hand, left heel on floor.....measure 14	10) Turn in place with four jumps .....measure 15 11) Stamp three times..... measure 16 1. Folk Kraft 1187 2. Victor 45-6179 3. Ruth Evans Folk Dances - Album #1 29) <u>YANKEE DOODLE</u> FORMATION: Form a large single circle, facing center. Children are grouped by threes with boy in center. DIRECTIONS: All children join hands and skip around to the left eight steps, repeat to the right. During the words. "Yankee Doodle Keep It Up," the center child in each group swings the person on his left around and then swings the person on his right on the words, "Yankee Doodle Dandy." On the last two lines, the center person in each group skips toward the center of the circle taking the place of the boy who was on his right; hence, each boy has a

I. CONCEPT: RHYTHM

SUB-CONCEPT: EXPLORE THE ELEMENTS OF RHYTHM COMBINED WITH MOVEMENT SKILLS.

OBJECTIVE: THE STUDENT WILL BE ABLE TO PARTICIPATE AND EXPRESS FEELINGS, DEVELOP A SENSE OF RHYTHM AND CREATE DANCE PATTERNS THAT WILL PROVIDE FOR PHYSICAL DEVELOPMENT.

ACTIVITIES	ACTIVITIES
different set of partners. The dance continues. SUGGESTIONS: 1) Encourage children to alternate arms. 2) This is a good leadup to circle and square dances in which it is necessary to give one arm to the partner and the other to the corner. 3) Watch for fatigue. Records 10 through 29 may be purchased from: Educational Activities, Inc. P. O. Box 392 Freeport, New York 11520	

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: BALANCE BEAM ACTIVITIES

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES]	ACTIVITIES
BALANCE BEAM SKILL: EYE-FOOT COORDINATION, BODY AWARENESS, SPATIAL AWARENESS AREA: INDOOR, OUTDOOR PLAYERS: 1-6 per team EQUIPMENT: 1 beanbag per 6 students FORMATION: Line DESCRIPTION: Establish a focal for students while they are walking forward, backward, half-way forward then turning on the balance beam and returning to the beginning. This will help the student with a dominance problem to be aware that his/her body consists of two sides, and in order to maintain balance s/he must learn how to coordinate muscles and movement to make both sides work together. 1. Walk forward on the beam; hold arms outward, palms up and palms down. 2. Walk forward on the beam; try to hold arms at side. It may be necessary to raise arms for balance.	3. Walk backward on the beam; hold arms outward, palms up and palms down. 4. Walk backwards on the beam; try to hold arms at side. 5. Sidestep along the beam to the opposite end. 6. Sidestep along the beam back to starting position. 7. With arms at sides, walk to the middle of the beam, turn around and walk backwards to the end. 8. Walk forward to the middle of the beam; turn and walk backwards to the end. 9. Walk forward to the middle of the beam; turn and sidestep with weight on the balls of the feet to the left end of the board. 10. Walk to center of beam, turn, and sidestep to the right end of the board.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: BALANCE BEAM ACTIVITIES

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
11. Walk forward with the left foot always in front of the right. Repeat with the right foot in front.	22. Walk with slight bend in knees on each step.
12. Walk backward with the left foot always preceding the right, repeat with the right foot preceding the left	23. Walk on tip toes.
13. Walk forward hands on hips.	24. Walk with a beanbag or eraser balanced on head.
14. Walk backwards hands on hips.	25. Walk with a beanbag or eraser balanced on outstretched hand.
15, Walk forward and pick up a chalk eraser from the middle of the beam.	26. Walk to center of beam and kneel on one knee and then rise to continue forward to the end.
16. Maintain balance on the board and catch a ball, bounce a ball, and identify body parts.	27. Walk on hands and knees, like a catwalk.
17. Walk forward arms extended at shoulders height touching toe to heel.	28. Walk forward with eyes closed.
18. Walk with arms overhead.	29. Walk backward with eyes closed.
20. Walk with arms folded across chest.	30. Walk backward and return length of beam walking forward.
21. Walk with hands held behind back.	31. Walk backward to the center of beam, turn around and walk the second half of the beam going forward.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: BALANCE BEAM ACTIVITIES

SUB-CONCEPT 2: BEANBAG ACTIVITIES

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
32, Slide along the beam with alternating the lead foot with a crossover step. 33. Slide along beam to the center and turn and walk forward to the end. 34. Slide along beam to the center and turn and walk backwards to the end. 35. Walk to center of beam, step over stick held knee high and continue to end. 36. Walk to center of beam and carry weighted bucket the last half of beam. 37. Walk with knees stiff and legs perfectly straight. 38. Walk to center of beam and balance on one foot and then continue forward to the end. 39. Catch and throw ball while balancing on the beam. 40. Bounce a ball while walking the beam.	"BEANBAG ANTICS" SKILL: PHYSICAL DEXTERITY, VISUAL TRACKING, LOCOMOTOR SKILLS, BODY IMAGE, DIRECTIONAL AWARENESS, AND BALANCE. AREA: OUTDOOR INDOOR PLAYERS: Unlimited EQUIPMENT: One beanbag for each student FORMATION: Circle DESCRIPTION: These drills or activities should be presented to the students in a problem solving form such as can you? Will you? Show me another way. 1. Walk in single circle formation with beanbag on head. VARIATIONS: a. run slowly b. skip slowly c. hop with beanbag on head d. hop with beanbag on raised knee

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: BEANBAG ACTIVITIES

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
e. hop with beanbag on raised foot f. march while throwing and catching beanbag g. duck walk with beanbag on head 2. Hold beanbag in right hand, raise hand over and behind head, drop beanbag to left hand which is behind back waist high. Repeat using other hand. 3. Stand astride, right arm sideways holding beanbag, drop, twist to catch with left hand without moving feet. Repeat using other hand. 4. Stand astride with beanbag on head. Tilt head forward. Keep knees straight and feet still, pick up beanbag. 5. Hold beanbag chin level. Allow to drop catch in full knee bend position before it hits the floor. 6. Stand astride with beanbag on head. Tilt head backward allowing beanbag to fall to floor. Retrieve beanbag between legs keeping knees straight.	7. Face center, throw beanbag into the air, execute following activities before catching: a. catch with right hand/left b. catch without moving feet c. clap hands once d. clap hands twice. etc. e. touch knees f. touch toes g. clap hands behind back h. clap hands behind back then front i. slap thighs j. make 360° turn k. throw while standing, sit to catch l. throw while standing, lie down to catch. m. toss beanbag in air -- jump up and catch n. Can you catch it softly? o. catch at different levels (in front of face, knees) 8. Throw to self and catch -- between throwing and catching do "Morning Clean Up". a. wash hands b. wash face

SUB-CONCEPT: BEANBAG ACTIVITIES

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
c. wash neck d. put on shoes e. brush teeth, etc. 9. Throw to self and catch: a. with legs crossed b. on one foot c. kneeling d. sitting (While doing so, execute items from #7 to #8) 10. Hands and knees on floor with beanbag on small of back, without moving hands or knees, shake beanbag off. 11. Cross legs, sit with beanbag on head. Get up without using hands or knees and not losing balance. 12. Stand on one leg with beanbag in hands. Slowly place beanbag on floor without losing balance. Place hands on each side of beanbag, bend arms slowly to touch beanbag with forehead. 13. Place beanbag between feet, "jump" beanbag to hands.	14. Place beanbag on instep -- toss beanbag to self. 15. Place beanbag on instep — toss beanbag and balance on top of head. PARTNER 1. In pairs, one holds beanbag at arms length and releases it at any time. Partner stands with one hand above beanbag and tries to catch it before it reaches the floor. 2. Get three feet from partner and throw beanbag, underhand/overhand, back and forth to each other. Make tosses good and try to catch softly. Move farther apart as skill improves. 3. Partners move around in general space and continually pass beanbag back and forth to each other. 4. Attempt tossing a beanbag to each other at same time. 5. Place beanbag on instep of foot and attempt to pass to each other at same time.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: HOOP ACTIVITIES

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
"HOOP-A-LA" SKILL: EYE-HAND COORDINATION, EYE-FOOT COORDINATION SPATIAL AWARENESS, AND BALANCE AREA: IN-DOOR, OUT-DOOR PLAYERS: Unlimited EQUIPMENT: One hoop for each student FORMATION: Scattered INDIVIDUAL HOOP ACTIVITIES 1. Can you walk in and out of hoop without stepping on hoop? Run, hop, jump, skip, leap, and gallop? 2. Will you walk around the hoop Indian Style? (heel to toe) Tiptoe? Creep? 3. Can you use a cross over step to get around the hoop? 4. Can you jump over, forward, backward, and to the side of your hoop?	5. Could you cross the hoop with a foot on each side? 6. Can you step -- hop in and out around the hoop? 7. Can you run and leap over your hoop? 8. Show me how you can jump into your hoop and land in a low position! High position! 9. How high can you jump and land in your hoop? 10. Can you jump into the air and click your heels before your land in hoop? 11. Can you roll your hoop straight foreward, backward, and around in a circle? 12. Can you run and cross in front of the hoop as it is rolling? 13. Could you jump in and out of a rolling hoop? 14. Show me how to turn and jump the hoop like a jump rope! (forward, backward and sideward) 15. Can you spin the hoop?

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: HOOP ACTIVITIES

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES

ACTIVITIES	ACTIVITIES
16. How many times can you run around a spinning hoop before it falls. 17. Can you twirl the hoop on your arm, leg, neck, waist, hips, knees, and ankles? 18. Place all hoops on floor in pairs -- Can you run the line placing one foot in each hoop? 19. How fast can you go through a hoop five times? (over head, let fall to ground and step out.) 20. Can you roll the hoop with a reverse spin and make hoop return to you? PARTNER 11. Can you and partner walk around two hoops in a crazy 8 pattern? Hop? Tiptoe? Run? Creep? Skip? 2. Can you hold a hoop and let your partner jump through? 3. Will you roll the hoop and let partner jump through?	4. Will you hold hands and jump in and out of hoop? 5. Show me how to play catch with the hoop! 6. Can you hula hoop on an arm or leg and transfer the hoop to partner without stopping the turning hoop?
400	401

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: PARACHUTE ACTIVITIES

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
"CHUTE THE WORKS" SKILL: FINE AND GROSS MOTOR DEVELOPMENT, IMPROVE PHYSICAL ENDURANCE, DEVELOPS SPATIAL AWARENESS, SENSE OF RHYTHM AND AIDS IN DEVELOPING TEAM WORK. AREA: INDOOR, OUTDOOR PLAYERS: Whole Class EQUIPMENT: One parachute, utilitiy balls, bowling pin. FORMATION: Circle ACTIVITIES L. WAVES - Grasp parachute with fingers on top and thumbs underneath and shake up and down to make various size waves. 2. UMBRELLA - Place chute on shoe tops and on the count lift the parachute over the head. There are many games that can be played under the umbrella such as:	a. Name Exchange - Call two names and those players attempt to change places while chute is in the air. b. Snatch the Pin - Call two names and players will attempt to snatch a pin from the middle under the parachute and get back to place without being tagged or having chute fall on them. c. "Hustle" - A player attempts to "Hustle" into center and complete a given task (bounce ball three times, gallop, skip or hop around inside circle) before chute falls down. 3. BALL FLIP - Place a utility ball on parachute. Divide circle into two teams. Team on one side tries to flip ball off chute over the head of students on other side by vigorously moving the chute up and down. Keep score and throw ball back on chute each time it is flipped off. 4. MAKE A MOUNTAIN - Inflate chute and pull it down to the floor and hold it down with the knees. Have students lie face down and pat air out with extended arms.

I. CONCEPT : ADDITIONAL ACTIVITIES

SUB-CONCEPT: PARACHUTE ACTIVITIES

SUB-CONCEPT 2: STATION TEACHING

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES

ACTIVITIES	ACTIVITIES
5. "HIDE-A-WAY" - Make a mountain and as the parachute is pulled down, the students turn backs to center and pull parachute down over the head and kneel down inside. 6. "MERRY-GO-ROUND"-- Hold parachute with one hand and move in one direction and then the other way around in a circle. Use various locomotor skills such as running, skipping, hopping, etc. 7. MUSHROOM - Fill the parachute with air by raising arm overhead vigorously and walking two steps into the center and allow chute to go as high as possible. 8. DRIBBLE AND MOVE - Students hold chute with one hand and a utility in the other. The object is to run in a circle holding the chute while dribbling the ball with the other hand. 9. ROLY POLY - Use large whiffle balls - attempt to get ball through center hole while making waves with chute.	STATION TEACHING Station teaching means that student will be doing different things at the same time. A small group (4-6) children will be at each station. After a short time, upon a given signal, the students will rotate to the next station. These stations can be set up to meet the needs of the students and instructor. "BODY AWARENESS STATION" SKILL: EYE-HAND COORDINATION, BALANCE, EYE-FOOT COORDINATION AND KINESTHETIC DISCRIMINATION. AREA: INDOOR OR OUTDOOR PLAYERS: Groups of 2-6 at each station EQUIPMENT: 100 ft. rope, balance beam, old tires all size utility balls, basketball, hoops, beanbag, targets, hopscotch and jump rope.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: STATION TEACHING

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES

ACTIVITIES	ACTIVITIES
STATION TEACHING GROUP I Station No. 1 - Rope Bridge: Lay 100 foot rope in curved pattern on ground. Children walk on rope without falling off. Various pictures of animals found in a pond may be used to maintain the interest of the children. Station No. 2 - Balance Beam: Children walk forward backward and sideways without falling off. Station No. 3 - Old Car Tires: Children balance by walking on sides of tires; by moving from one tire to another walking or hopping; by jumping into the centers of the tires, etc. Station No. 4 - Ball Toss: Children are to toss balls through a cutout two-by-four. These cutouts are pictures of various animals. Children start off by standing close to the cutout and throwing the balls through the various holes. Then they are told to move back four steps and throw the balls.	Station No. 5 - Hoop Walk: Hoops are laid out in a variety of patterns. Children move in and out of hoops without touching them. (Forward, backward, on hands and knees, and running, etc.) Station No. 6-- Basketball Throw: Children are given balls and on the count of three release them at the same time to see how many baskets can be made. Station No. 7 - Bean Bag Target: Pictures of various objects are placed on a line to hang a certain distance from the ground. Children are given beanbags and told to see if they can hit a certain target on the picture. Station No. 8 - Jump Rope: Children are given a rope to see how they have mastered the skill of rope jumping. Station No. 9 - Hopscotch: Children play hopscotch being careful not to touch the lines.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: STATION TEACHING

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
STATION TEACHING GROUP II Station No. 1 - Giant Footsteps: Large footprints are placed on court with paint, chalk or crayon. Children step on footprints without falling off. Station No. 2 - Hopscotch: Children play hopscotch being careful not to touch the lines. Station No. 3 - Loop Walk: 100 foot rope is laid out on ground in loopy pattern and children step in loops without touching the rope. Station No. 4 - Kick Bowling: Cardboard cylinders, bowling pins or plastic bottles are set up as in the game of bowling. Children knock them over by kicking a ball into them. Station No. 5 - Jug Kick: Plastic milk jugs are suspended from heavy cord attached to fense. Children kick balls to hit them. Station No. 6 - Can Kick: Each child has three #10 size cans and may set them up in any way s/he wishes. S/he then stands behind the line and kicks a ball to knock them over.	Station No. 7 - Box Kick: Animal pictures or other pictures are taped to jumping boxes which are then stood on end. Children kick balls at them in an attempt to knock them over. Station No. 8 - Obstacle Dodge: Cones or milk jugs are set up at random but fairly close together. Using only the feet, the children move the balls around and between the jugs without touching them. Station No. 9 - Hoop Walk - Hoops are laid out in a variety of patterns. Children move in and out of hoops without touching them (forward, backwards, sideways, on hands and knees, running, etc.) Station No. 10 - Soccer Croquet: Objects such as cones, open-ended boxes, and two cones with a wand on top of them are placed at varying distances apart. Children move the balls through, around or under the objects using only the feet.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: STATION TEACHING

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
STATION TEACHING GROUP III Station No. 1 - Can Target Toss: Various #10 sized cans placed at random in circle. Children stand outside circle and try to throw yarn balls into cans. Station No. 2 - Tray Toss: Trays with pictures taped on them are placed on court. Children stand behind line and try to throw beanbags on trays. Station No. 3 - Hoop Throw: Hoops are suspended by strong cord between standards. Children stand on both sides of hoops and throw balls back and forth through hoops. Station No. 4 - Stake Ring Toss: Croquet stakes are hammered into ground inside a circle. Children stand outside the circle and attempt to throw deck tennis rings over stakes. Station No. 5 - Hand Bowling: Cardboard cylinders, bowling pins or plastic bottles are set up like bowling pins. Children throw balls and attempt to knock them over.	Station No. 6 - Shade Target Toss: Shade targets are tied to fence. Children try to hit the targets with yarn balls. Station No. 7 - Box Toss: A variety of boxes of different sizes and shapes are placed on the ground (may also be tied to fence.) Children throw beanbags into boxes. Station No. 8 - Variety Toss: A variety of objects (wands, plastic bottles, carpet squares, beanbags, etc.) are suspended from a strong cord between standards. Children attempt to hit them with large yarn balls. Station No. 9 - Batting Toss: Batting tees are set up and children hit whiffle balls off of tees using short broom sticks or batons. Batting tees are made by putting a golf club holder into a cone and then putting a ball on top of the golf holder. Station No. 10 - Alphabet Board: Children toss beanbags and hit the letters of the alphabet. Older children may spell out simple words by hitting each letter of the word with a beanbag.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: STATION TEACHING

OBJECTIVE: THE STUDENT WILL DEVELOP MOTOR SKILLS WHILE PARTICIPATING IN A VARIETY OF ACTIVITIES.

ACTIVITIES	ACTIVITIES
STATION TEACHING GROUP IV Station No. 1 - Rope Bridge: Lay 100 foot rope in curved pattern on floor. Children walk on rope without falling off. Station No. 2 - Balance Beam: Children walk forward, backward, and sideways without falling off. Put beanbags in hoop to one side and after they have finished the above they can repeat balancing beanbag on head, arm, shoulder, etc. Station No. 3 - Cassette Tape recorder: Record directions for children to follow: stand on one foot and count to 10; balance on four parts of body; on three parts; on two parts; etc. Station No. 4 - Step Ladder: Any flat ladder will do (also may be painted on court of drawn on court with crayons or colored chalk). Children move on sides without falling off; step on rungs; step between rungs; move forwards, backwards and sideways, etc.	Station No. 5 - Old Car Tires: Children balance by walking on sides of tires; by moving from one tire to another walking or hopping; by jumping into the center of the tires, etc. Station No. 6 - Animal Pictures: Laminated pictures of animals are placed in a hoop (get pictures from coloring books). Children move around area like the animals in the pictures. Pictures should be exchanged. Station No. 7 - Jumping Boxes: Children stand on boxes and jump off in different ways and in different directions. They should practice landing in a balanced position. Station No. 8 - Balance Boards: Children balance on boards without falling off. Station No. 9 - Truck Inner Tubes: Tubes should be tied together and the first and last ones anchored down. Children bounce on tires without falling off. Station No. 10 - Pathfinder: Curved, zig-zag, and straight lines are painted on court or put on with chalk or crayons. Children walk on different paths without falling off.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: JUMPING

OBJECTIVE: STUDENT SHOULD BE ABLE TO DISPLAY COORDINATION OF FEET, HANDS AND EYES, AND A SENSE OF SPECIAL RELATIONSHIPS OF RHYTHM AND TIMING BY PARTICIPATING IN ROPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
POINTS TO STRESS: Teach students to land lightly on the ball of their feet. Vary the speed between activities. A. Use two parallel ropes approximately one foot apart and make up activities similar to the ones in B for children to follow. B. Jumping a Moving Long Rope. 1) Students should listen to the rhythm of the rope and while saying "Jump-Bounce" they pretend to jump a rope. On the word "Jump" the students should jump about four inches from the ground with their feet together. On the word "Bounce" they should take a very small bounce in place. 2) When the jumper is ready have him/her stand beside the rope and jump when it is turned over the head. 3) In order to be able to run into a turning rope the student will start the approach as the arc of the rope	is on top of the turn and run in as the rope hits the ground in front of him/her. 4) Learning to turn a long rope is difficult. The turner should stand so that the rope touches the ground three feet in middle as they turn. The turner should use the entire arm when turning a long rope. 5) Jump the Shot - Swing an 8 foot rope around your body in a circle so that student standing in that circle can jump the rope. A bean-bag or some other weight is helpful in making rope stay near the floor and turn easier. 6) Rhymes - As the students learn to jump, they can make use of many familiar rhymes which are used for long ropes.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: JUMPING

OBJECTIVE: STUDENT SHOULD BE ABLE TO DISPLAY COORDINATION OF FEET, HANDS AND EYES, AND A SENSE OF SPECIAL RELATIONSHIPS OF RHYTHM AND TIMING BY PARTICIPATING IN ROPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
A. Individual Rope Activities: Turning The Rope Forward Jump On 1) Toes of both feet 2) Right foot 3) Left foot 4) Right foot then left foot 5) Alternate feet while running 6) Alternate feet while skipping 7) Both feet while crossing the arms on alternate turns 8) One foot; holding the other leg high, knee straight, toe pointed 9) Same as above but alternate feet making a chorus girl kick 10) One foot, raising other leg forward on one turn and backward on the next	11) Feet spread sideward 12) Feet spread, one forward, one backward 13) Feet spread forward and backward, reverse on every turn 14) Both feet, touching handles of rope overhead on every turn 15) Two jumps per turn (one jump is while rope is overhead) 16) Jump rope and move sideways right or left while jumping 17) Jump rope and click heels together while in the air 18) Jump landing with legs crossed, alternate feet each jump 19) Squat and jump rope 20) Squat and jump rope while doing the bear dance

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: JUMPING

OBJECTIVE: STUDENT SHOULD BE ABLE TO DISPLAY COORDINATION OF FEET, HANDS AND EYES, AND A SENSE OF SPECIAL RELATIONSHIPS OF RHYTHM AND TIMING BY PARTICIPATING IN ROPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
21) Turn rope forward twice per jump	31) Swing the rope in a loop with one hand over the head and still keep jumping. Then return from this to normal jumping.
22) Squat and turn rope in horizontal circle and jump	32) Toe tap in back - hop on one foot and tap other toe in back. Alternate
23) Squat and jump rope backwards	33) Fifty skips or jumps - the person skipping or jumping fifty times in the shortest time wins
24) Jump forward then change direction to backward jump by swinging the rope to one side and turning your back	34) Spread Eagle - Stand with the feet apart and jump the rope with or without an intervening hop
25) Swing rope in figure 8 motion in front of jumper, alternate this with backward jump	B. Individual Rope Activities With A Partner:
26) Swing the rope backward and forward under the feet	1) Partners jump facing each other
27) Jump rope while racing 25 yards	2) Same as above but turn rope backward, partners jump both facing same direction
28) Rocking Skip Rope Jump - Turning the rope, jump forward on one foot and then jump backwards on the other foot	3) Rope turner in front of partner
29) Jump rope on the balance beam	
30) Jump rope while tinkling	

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: JUMPING

OBJECTIVE: STUDENT SHOULD BE ABLE TO DISPLAY COORDINATION OF FEET, HANDS AND EYES, AND A SENSE OF SPECIAL RELATIONSHIPS OF RHYTHM AND TIMING BY PARTICIPATING IN ROPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
4) Rope turner in back of partner 5) Jump without touching each other 6) Jump holding hands 7) Jump hooking elbows 8) Jump with arms behind each others back 9) Jump facing opposite directions 10) Jump alternating the facing of opposite directions 11) Partners jump side by side. One partner runs out while continuing to turn for the other. Run back in while the jumper goes out 12) Partners stand side by side and jump with inside knees raised 13) Rope turner jumps in same place while partner runs in and executes quarter-turns, half-turns, and full turns	14) Same as above except the partners use side straddle jumps and alternate-foot-forward jumps 15) Have partner not turning the rope bounce a ball 16) Stand back to back and each turn the rope in his right hand 17) Partner runs in and does a sore-toe-hop 18) Each partner with a rope, one turns forward the other backward while jumping both of the ropes 19) One partner holds one end of the rope and wiggles it while the other partner tries to step on the loose end of the rope. (Step on the Snake) C. Individual Rope Activities With Three Partners: 1) All jump side by side

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: JUMPING

OBJECTIVE: STUDENT SHOULD BE ABLE TO DISPLAY COORDINATION OF FEET, HANDS AND EYES, AND A SENSE OF SPECIAL RELATIONSHIPS OF RHYTHM AND TIMING BY PARTICIPATING IN ROPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
2) All jump side by side and rope turners alternating running in and out. Middle person jumps the whole time	4) Place two ropes on the ground and widen the distance between them after every jump
3) One turns the rope while one runs in front and the other runs in behind the jumper	5) Hold two ropes shoulder width apart. Jumper jumps over one and runs under the other; jumps over first and then over the other; runs under first and jumps the other
4) Two rope turners face each other with the third person in the middle. Middle person jumps both ropes alternately	6) Swing the rope back and forth raising it slightly after every swing
5) Two turning rope face one direction and turn forward. Middle person faces opposite direction, does 1/4 turns, etc.	7) Run through, rope turned forward
D. Long Rope, Two People Turning:	8) Run through, rope turned backward
1) Wiggle the rope from left to right while it is lying on the ground and jump	9) Run in and jump with each jump progressing toward one end of the rope ("Climb the Ladder"). This means you will have to jump higher and higher
2) Wiggle the rope up and down while it is lying on the ground and jump it	10) Jump touching floor with hand on every other jump
3) Hold the rope at various heights and jump	11) Run in while jumping an individual rope and jump both ropes at the same

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: JUMPING

OBJECTIVE: STUDENT SHOULD BE ABLE TO DISPLAY COORDINATION OF FEET, HANDS AND EYES, AND A SENSE OF SPECIAL RELATIONSHIPS OF RHYTHM AND TIMING BY PARTICIPATING IN ROPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
time. 12) Practice relieving the rope turners without stopping the rope 13) Partners hold inside hands, run in, and jump 14) Partners jump back to back 15) Partners jump while performing an elbow swing 16) Partners jump on one leg while holding their partner's free leg. By holding the partner's ankle with one hand and his opposite shoulder with the other, a fair degree of balance can be obtained 17) Jump from squat position 18) Bucking Broncho - Hand clear rope first then kick feet over 19) Jump while doing bear dance (squat on one foot with opposite leg stretched	forward and alternate the feet) 20) Jump and jackknife every other time (legs straight and touch toes in air) 21) Figure 8 Run - Students line up behind one of the turners and run through making a figure 8 around the turners 22) Jump and dribble the ball 23) Go through using a cartwheel to jump the rope 24) Partners side by side in an individual rope, jump into the long rope and jump both ropes at the same time 25) Holding hands, partners run in and jump wringing the dishrag after each jump 26) Partners pass or bounce the ball to each other

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: JUMPING

OBJECTIVE: STUDENT SHOULD BE ABLE TO DISPLAY COORDINATION OF FEET, HANDS AND EYES, AND A SENSE OF SPECIAL RELATIONSHIPS OF RHYTHM AND TIMING BY PARTICIPATING IN ROPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
27) Circle Four - Four jumpers make a circle and rotate left or right on every jump 28) Jump the Shot - Tie a shoe to the end of a rope. Have the group stand in a circle. One person stands in the middle and swings the rope around the circle. (Hold rope near the floor 29) Jump rope while blindfolded - jump rope and touch the ground with hands between jumps 30) Play tag by chasing "IT" through turning ropes 31) Jump, gripping ball or beanbag with ankles, knees 32) School - Object is to run into center while rope is turning, jump once for first grade, then run out. Each successive turn, child takes as many jumps as the number of the grade, and then runs out. If he misses, must stay in that grade until successful	33) One long rope and one short rope - Jumper jumps and turns his own short rope while at the same time jumps the long rope. Try with two jumpers. Try with two long ropes

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: JUMPING

OBJECTIVE: STUDENT SHOULD BE ABLE TO DISPLAY COORDINATION OF FEET, HANDS AND EYES, AND A SENSE OF SPECIAL RELATIONSHIPS OF RHYTHM AND TIMING BY PARTICIPATING IN ROPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
E. Two Long Ropes: 1) "Double Dutch" - Two ropes turned toward jumper 2) "Double Irish" - Two ropes turned toward jumper 3) "Egg Beater" - Two ropes are turned at right angles 4) Turn a long rope inside a long, long rope and have a person jumping an individual rope in the middle (two turn long, long rope, two turn long rope and jump, individual turner jumps all three ropes)	

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: JUMPING

OBJECTIVE: STUDENT SHOULD BE ABLE TO DISPLAY COORDINATION OF FEET, HANDS AND EYES, AND A SENSE OF SPECIAL RELATIONSHIPS OF RHYTHM AND TIMING BY PARTICIPATING IN ROPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
"CHINESE JUMP ROPE" SKILL: JUMPING AREA: PLAYGROUND OR CLASSROOM EQUIPMENT: Elastic jump rope about two yards long, tied at the ends to make a circle. Two chairs or two people are used to hold the rope. FORMATION: None DESCRIPTION: The rope is kept taut off the ground. This is played on three "floors", ankle height, knee height, and thigh height. If the rope is stepped upon while jumping, or if the jumper fails a step, he loses his turn and next time around starts off on whichever floor he was at the time he missed. First Floor - The rope is held about 4" to 6" from the ground. Assume starting Step I position with right ankle against left side of rope. Jump and land with right foot inside rope.	Jump back to starting position. Catch left rope over right instep, jump and land with right rope between feet. Left rope has been carried over by right foot. Jump back to starting position. Repeat rapidly three times. Then hop completely over rope so that left ankle is against right rope. Repeat above directions three times starting with left foot. Step II Place both feet under right side of rope. Jump across left side of rope, carrying right rope over left. Turn to your right. Jump so that the rope springs back to position, and land with one foot on each side of the rope. Step III Place one foot on each side of the rope. Slide feet close together.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: JUMPING

OBJECTIVE: STUDENT SHOULD BE ABLE TO DISPLAY COORDINATION OF FEET, HANDS AND EYES, AND A SENSE OF SPECIAL RELATIONSHIPS OF RHYTHM AND TIMING BY PARTICIPATING IN ROPE ACTIVITIES.

ACTIVITIES	ACTIVITIES
Turn around to your right until facing the opposite direction with the rope wrapped around ankles. It will be in front of the left ankle and behind the right ankle. Jump so that the rope springs back to position and feet land on either side of the rope, as in starting position. Second Floor- The rope is slid higher, so that it is just below the knees of the jumper. Repeat all the steps of the first floor. Third Floor - The rope is so that it is at the thighs of the jumper. Step I Start on the left side of the rope. Jump to land with the right foot between ropes. Jump to land with the left foot between ropes and right foot outside right rope. Jump to land with the right foot between ropes and left foot	outside left rope. Jump back to starting position on left side of rope. Step II Both feet on the left side of the rope. Jump so that the left rope is carried over the right rope and right foot is between them. Jump back to starting position on the left side of the rope. Jump both feet over the right rope, carrying the left rope over the right rope. Step the left foot back over the right rope. Jump to return to starting position.

PLAY DAY GUIDE LINES

INSTRUCTIONS:

1. Allow 50 minutes per grade level to participate in all events. (All of time may not be required).

2. Teachers have your class on the field five minutes before your scheduled time. We welcome you to watch other grade levels but please keep your students with you at all times. Also, those students who are not in a particular event must remain with their respective teacher.

3. All teachers are requested to practice each event designated for your grade. Please have a list of students entered in each event. Every child should be entered in at least two events.

4. Urge your student to wear play clothes and tennis shoes. (Granny dresses or long skirts are not pratical; no sandals, clogs, or cleats are considered good playday attire).

5. Ribbons will be awarded to the classes of each grade. Points will be earned as follows: Class with most points wins.

   First Place: 7 points-Blue Ribbon * in case of tie tug-o-war
   Second Place: 5 points-Red Ribbon will be deciding factor.
   Third Place: 3 points-Yellow Ribbon
   Fourth Place: 1 point-White Ribbon

6. Please have an aide or parent to help in judging and also an individual to help you with class supervision.

PLAYDAY SCHEDULE

9:10 Third Grade
10:00 Fourth Grade
10:50 Fifth Grade
11:40 Kindergarden
12:30 First Grade
1:20 Second Grade
2:05 Sixth Grade

SAMPLE EVENTS FOR EACH CLASS SAMPLE

RULES FOR PLAYDAY ACTIVITIES

1. PENNANT RELAY: Equipment: Baton for each team
Persons: 10

There will be five boys and five girls. The event will be run over a thirty yard distance. Five team members will be stationed in single file at opposite ends of the thirty yard distance. The captain of each team will be given a baton to his team member at the opposite end of the thirty yard distance. This process is continued until each team member has run. As soon as a team member has run they must squat down and stay down until the race is over. "Do not leave until Baton has been brought across line and handed off, disqualification will result!"

2. 50 YARD DASH: Select the best boy and best girl runner from your classroom to do this. 7 points for boy winner, 7 for girl winner.

3. TENNIS BALL RELAY: Equipment: Two tennis balls and small trash cans
Persons: Ten (five boys and five girls)

Cans will be placed at fifteen yards and thirty yard marks. On the signal the first team member will carry both balls to the first can, place one ball in the can and continue to the next can and place the second ball in the can, then return to the team. You must tag the next person who will then retrieve the balls and give them to the next person who will put them back in the cans. If a ball comes out of the can, it must be placed back before continuing on, same if a can falls over.

4. SACK RACE: Equipment: Burlap sack for each team
Persons: Ten (five boys and five girls)

The event will cover fifteen yards one way. Five team members will be at one end and five at the other end. Contestants will not start in the sacks. At the start of the race the first person from each team will get in the sack and begin hopping, not running or walking. If the contestant falls, they must get up and keep the sack pulled up as high as possible. Team members must stay behind the line in front of them and the contestant may not get out of the sack until across the line. Other persons may help them get in or out of the sack. No teachers or parents may help.

5. TUG-O-WAR: Each class may compete. Only restriction is that if one class has 32 people then the class they are pulling against must have 32. TEAMS MUST BE EQUAL. First whistle pick up rope. 2nd whistle pull. Third whistle stop.

POINTS WILL BE GIVEN AS FOLLOWS:

PENNANT RELAY	1st place	7	2nd place	5	3rd place	3	4th place 1
50 YARD DASH		7		5		3	1
TENNIS RELAY		7		5		3	1
SACK RACE		7		5		3	1
TUG-O-WAR		7		5		3	1

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: PLAY DAY - RELAY ACTIVITIES

OBJECTIVE: THE STUDENT WILL BE ABLE TO WORK WITH THE GROUP TO ACCOMPLISH THE TASK AT HAND.

ACTIVITIES	ACTIVITIES
"PENNANT RELAY" SKILL: RUNNING AREA: PLAYGROUND PLAYERS: TWENTY (20) EQUIPMENT: Pennant for each team FORMATION: Single File If possible there should be ten boys and girls on each team. The event will be run over a fifty yard distance. Ten team members will be stationed in single file at opposite ends of the fifty yard distance. The captain of each team will be given a pennant and on a starting signal will carry the pennant to his/her team member at the opposite end of the fifty yard distance. This process is continued until each team member has run.	**"BLOCK HUNT"** SKILL: RUNNING AREA: PLAYGROUND PLAYERS: 10 (5 boys and 5 girls) EQUIPMENT: Blocks FORMATION: Single File With teams observing, scatter approximately 2 to 3 blocks per player in an area 50-60 feet away. At the command all teams race for the blocks. Each player can bring only one block at a time, which s/he will place in a designated spot or container. S/he then can return for one more and then another. When all blocks are gathered, the teams will return to their original positions. The team with the most blocks - wins!
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I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: PLAY DAY - RELAY ACTIVITIES

OBJECTIVE: THE STUDENT WILL BE ABLE TO WORK WITH THE GROUP TO ACCOMPLISH THE TASK AT HAND.

ACTIVITIES	ACTIVITIES
"JUMP ROPE RELAY" SKILL: JUMPING AREA: PLAYGROUND PLAYERS: 5 per team EQUIPMENT: 1 jump rope for each team FORMATION: Single File Teams are positioned behind a starting line. At a signal, the first player in each line runs up to the designated turning point, 30 yards away, picks up the jump rope and jumps 4 times in place, returns and tags next player. This continues until all the players in each line have had a turn.	"KANGAROO JUMPING RACE" SKILL: JUMPING AREA: PLAYGROUND PLAYERS: Unlimited EQUIPMENT: 1 beanbag per person FORMATION: Line Each person stands behind the starting line with a beanbag in hand. At the signal to start he/she places the beanbag between legs and jumps to turning line. If beanbag falls it must be picked up and replaced between legs before player may continue jumping. When reaching the turning line s/he takes the beanbag in hand and runs back across starting line to finish.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: PLAY DAY - RELAY ACTIVITIES

OBJECTIVE: THE STUDENT WILL BE ABLE TO WORK WITH THE GROUP TO ACCOMPLISH THE TASK AT HAND.

ACTIVITIES	ACTIVITIES
"CRABWALK RACE" SKILL: WALKING AREA: PLAYGROUND PLAYERS: 10 per team EQUIPMENT: None FORMATION: Squatting Position At signal the first player squats down in crabwalk position and starts walking to teammates who are 20 yards away. S/he tags the first person in line, goes to the end of the line and squats down. Play is continued until all have had a turn and are squatting down.	"STICK BALL RELAY" SKILL: STRIKING AREA: PLAYGROUND PLAYERS: 10-12 per team EQUIPMENT: 12" cut-off broom handle, utility ball FORMATION: Single File Each team has a 12" cut-off broom handle, and a soccer ball. At the starting signal the first person in the line takes the stick and starts tapping the ball to make it roll down the lane. A marker is placed 20 yards away from the starting line. The student must tap the ball down the lane, around the marker, and back to the starting line. S/he gives the stick to the second student in the line and goes to the end of the line and squats down. The race is continued until all have had a turn.
441	442

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: PLAY DAY - RELAY ACTIVITIES

OBJECTIVE: THE STUDENT WILL BE ABLE TO WORK WITH THE GROUP TO ACCOMPLISH THE TASK AT HAND.

ACTIVITIES	ACTIVITIES
"HOOP RELAY" SKILL: RUNNING AREA: PLAYGROUND PLAYERS: 10 per team EQUIPMENT: 1 hoop per team FORMATION: Single File Place the hoop on the ground in front of #1 player. At the start, #1 picks up the hoop and goes through it head first, hands it to #2, who repeats procedure, and so on down the line. The player receives the hoop and runs to the front of the line, then goes through and starts it back again. When #1 player receives the hoop, after becoming last in line, s/he runs across the finish line (with the hoop) 80 feet in advance of his/her team.	"SACK RACE" SKILL: JUMPING AREA: PLAYGROUND PLAYERS: 6 (3 boys and 3 girls) EQUIPMENT: Burlap sack for each contestant FORMATION: Line The contestants stand in burlap sacks which are long enough to reach to the hips. Holding the sacks hip high they jump from a standing line to a line 30 feet away. The player gets out of the sack- gives it to the 1st person in line and goes to the end of the line and squats down. The race is continued until all players have had a turn.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: PLAY DAY - RELAY ACTIVITIES

OBJECTIVE: THE STUDENT WILL BE ABLE TO WORK WITH THE GROUP TO ACCOMPLISH THE TASK AT HAND.

ACTIVITIES	ACTIVITIES
"ALL UP RELAY" SKILL: RUNNING, AGILITY AREA: PLAYGROUND PLAYERS: 6-8 per team EQUIPMENT: Indian clubs - bowling pins or tall cans FORMATION: Single file DESCRIPTION: In front of each team, draw two circles 40' from the starting line. Place two clubs in one circle. At a signal, the first player in each line runs and takes the clubs one at a time out of one circle and places them in a second circle. The runner returns and touches off the second player, who returns the clubs to circle #1. If a club falls over, the player must return and stand it upright. The team which has all its players back in original position first wins.	**"BALL EXCHANGE RELAY"** SKILL: RUNNING, BALL HANDLING AREA: PLAYGROUND PLAYERS: 12-16 per team EQUIPMENT: Playground ball, 8 1/2" FORMATION: Single file DESCRIPTION: Class divides into two groups of 6-8, one group at each end of the 40 yd. course. A playground ball is placed in the hand of the first player on each team. When the signal is given, the player runs down the track and will hand the ball to a team mate at the opposite end. The team mate returns to starting point with the ball. The game ends when each team member bears the ball. The team finishing first will win the game.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: PLAY DAY - RELAY ACTIVITIES

OBJECTIVE: THE STUDENT WILL BE ABLE TO WORK WITH THE GROUP TO ACCOMPLISH THE TASK AT HAND.

ACTIVITIES	ACTIVITIES
"OVER AND UNDER RELAY" SKILL: BALL HANDLING AREA: PLAYGROUND PLAYERS: 8-10 per team EQUIPMENT: 8 1/2' playground ball FORMATION: Single file DESCRIPTION: Line up players, directly in line, one behind the other, three feet apart. The first in line passes the ball over his head, the next between his legs and so on in alternation until the last one receives the ball. This player runs to the head of the line before starting his overhead pass and the process is repeated until #1 is at the rear of the line, from which point he runs across the finish line, with the ball, 80 feet in advance of his team.	**"BEANBAG BALANCE RELAY"** SKILL: BALANCE AREA: PLAYGROUND PLAYERS: 8-10 per team EQUIPMENT: Beanbag, marker (traffic cone) FORMATION: Single file DESCRIPTION: A beanbag is placed on the head of the first person who walks/runs down around a marker and back to the starting line where he/she gives it to the 2nd person. The 1st person then goes to the back of the line and squats down.

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: PLAY DAY - RELAY ACTIVITIES

OBJECTIVE: THE STUDENT WILL BE ABLE TO WORK WITH THE GROUP TO ACCOMPLISH THE TASK AT HAND.

ACTIVITIES	ACTIVITIES
"OLD TIRE RELAY" SKILL: RUNNING AREA: PLAYGROUND PLAYERS: 6-8 per team EQUIPMENT: Old tires FORMATION: Single file DESCRIPTION: Leader steps into tire on command "Go" and then picks it up above his knees and runs down to a marker where he gets out; and then rolls the tire back to Station #1, then goes to the end of the line and squats down. Marker STATION 2 STATION 1	"BROOM RELAY" SKILL: RUNNING AREA: PLAYGROUND PLAYERS: 6-8 per team EQUIPMENT: Brooms FORMATION: Single file DESCRIPTION: First person carries broom and runs down around a marker and back to starting line. The leader bends down, runs to the back of the line passing the broom under each member's feet as they jump. The person then runs to the front of the line, gives the broom to the second person and then goes to the end of the line and squats down. The first group squatting wins.
449	450

I. CONCEPT: ADDITIONAL ACTIVITIES

SUB-CONCEPT: PLAY DAY - RELAY ACTIVITIES

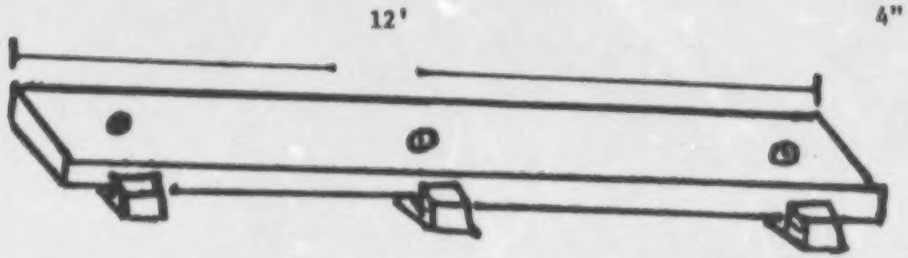
OBJECTIVE: THE STUDENT WILL BE ABLE TO WORK WITH THE GROUP TO ACCOMPLISH THE TASK AT HAND.

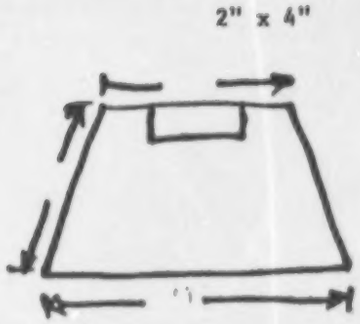
ACTIVITIES	ACTIVITIES
"TUG-O-WAR" SKILL: PULLING AREA: PLAYGROUND PLAYERS: Whole Class EQUIPMENT: Long Rope FORMATION: Line Both teams will start in a standing position with hands on the rope. At the signal to start each team begins to pull and pulls until the red flag on one side is pulled over the center line. This will be a single elimination tournament with drawing for position in tournament taking place prior to play day. For more play-day activities, look in relay section.	SUGGESTIONS: 1. Bring out chairs for both students and parents. 2. Give each class on the grade level a team color. Ask students to wear their team color on Play Day. Have broom handles with a colored flag on it at the starting line. Each class will then know to line up at the pole holding the flag that is their team color. 3. At 9:00 a.m. make an announcement over the P. A. system that all students must be seated during the races or their team will be disqualified. Discuss sportsmanship also.

HOMEMADE EQUIPMENT

1. Balance Beam
2. Can Stilts
   Tire Walk
3. Beanbags
   Jump Ropes
   Lummi Sticks
4. Hoops
5. Nylon Badminton Paddles
6. Paper Balls of Varying Sizes
7. Scoops
8. Portable Goal Posts
9. Utility Standards
   (Volleyball, Soccer or Field Game Goals)
10. Yarn Balls

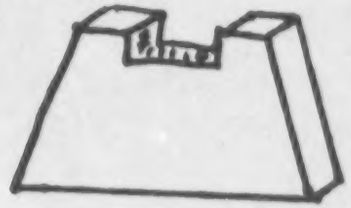
BALANCE BEAM





CUT OUT TO ACCOMODATE 2" x 4"

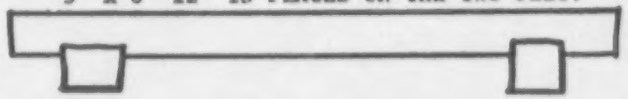
4" x 8"



A HEAVY, MORE DURABLE BEAM CAN BE CONSTRUCTORED OF A 3" x 6" x 12'.

BLOCKS OF 3" x 6" MOUNTED ON
1' x 3' BOARD

3" x 6" 12' IS PLACED ON THE TWO FEET.

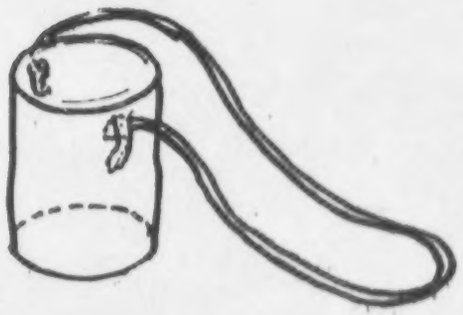


AN INCLINED BEAM CAN BE CREATED BY PLACING A BLOCK UNDER ONE FOOT.

CAN STILTS

MATERIALS: Rope, Gallon Cans

Ask the cafeteria manager to save empty gallon cans from the lunchroom. Punch two holes, one-half inch from the top, on either sides of the can. Insert a four foot long piece of rope and knot the ends inside the cans. Students step on cans, holding one rope in each hand.



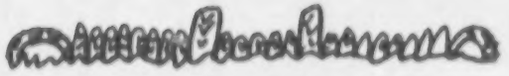
TIRE WALK

MATERIALS: Tires (ask local dealers to donate)

Place tires as follows:

a) 1 car tire horizontally
8 car tires vertically
1 truck tire vertically
5 car tires vertically
1 truck tire vertically
8 car tires vertically
1 car tire horizontally
25

Fill each tire with dirt as it is placed. Paint with brightly colored paint.



BEANBAGS

MATERIALS: Scraps of material, beans

Beanbags can be made in various shapes (squares, circles). A strong fabric such as denim or dacron should be used.

Cut two five and one-half-inch square pieces of cloth. Double machine stitch, leaving a one-inch opening for filling with beans, peas, or corn. Sew the one-inch opening up by double machine stitching on the outside.

JUMP ROPES

MATERIALS: Rope may be obtained from the Storeroom Bid list.

Cut half-inch rope into six or seven-foot lengths for grades kindergarten and one. Cut the rope on the mark in the middle of the two tape marks. Tape masking tape around the ends to prevent raveling and fraying.

LUMMI STICKS

MATERIALS: Brooms (ask the custodian to save old brooms)

Cut broom handles to a length of 10 inches. Sandpaper the edges of the lummi sticks to smooth off the roughness and paint various bright colors.

Lummi sticks may also be made by rolling together a folded newspaper. These are much quieter instruments for students to use.

HOOPS

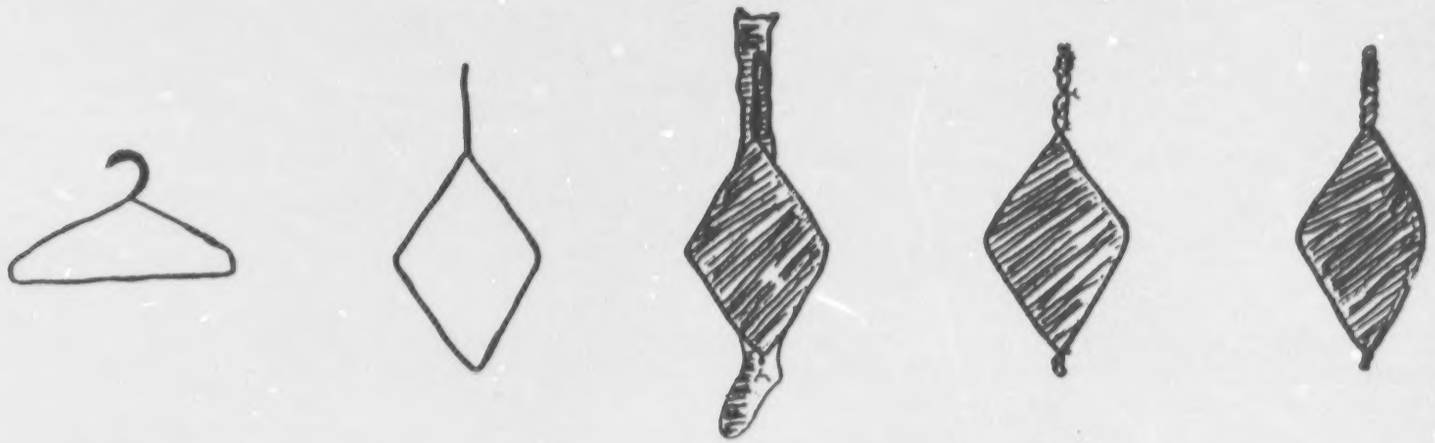
MATERIALS: PVC pipe from hardware
3" wooden dowel rods, 1/2" in diameter.

The best length of the plastic pipe used to construct these hoops is seven feet, 10 inches. Black plastic pipe, one-half inch in diameter, may be purchased at most local hardware stores and building supply centers. Cut pipe to the desired length; insert half of a three-inch wooden dowel, one-half inch in diameter, into one end of the pipe and secure with a staple gun. Insert the rest of the wooden dowel into the other end of the pipe. Form a circle and close the ends of the pipe tightly against each other. Secure with a staple gun. For added strength wind black electrical tape around the closure.

NYLON BADMINTON PADDLES

MATERIALS: Hangers, old panty hose cut off

Bend a wire coat hanger to form a diamond or a round shape. Straighten out the curved part of the hanger. Insert the hanger into a nylon stocking, pulling it as tightly as possible and leaving the foot part of the stocking hanging off. Tie several knots in the stocking and cut the rest of the foot part off. Wrap the excess stocking around the handle and secure in place.

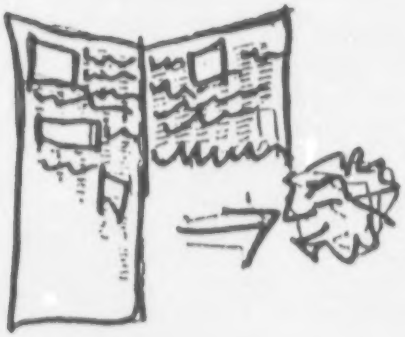


PAPER BALLS OF VARING SIZES

MATERIALS: Newspaper, Masking tape

Crumple one sheet of a large sheet of newspaper into a tight ball. Wrap with masking tape to form a firm ball.

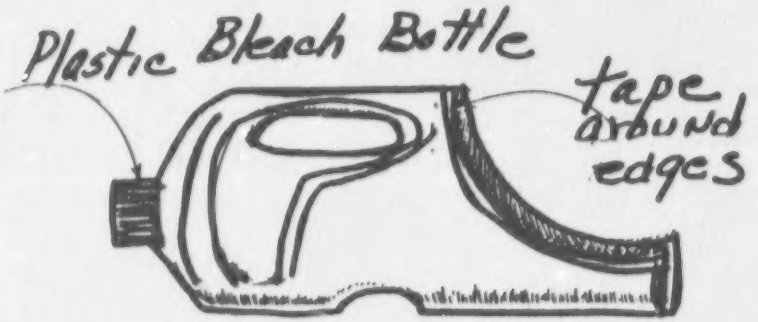
Crumple two or more sheets of paper, to make larger balls. Wrap with masking tape.



SCOOPS

MATERIALS: 1/2 gallon plastic bleach jugs or milk jugs
Colored plastic tape

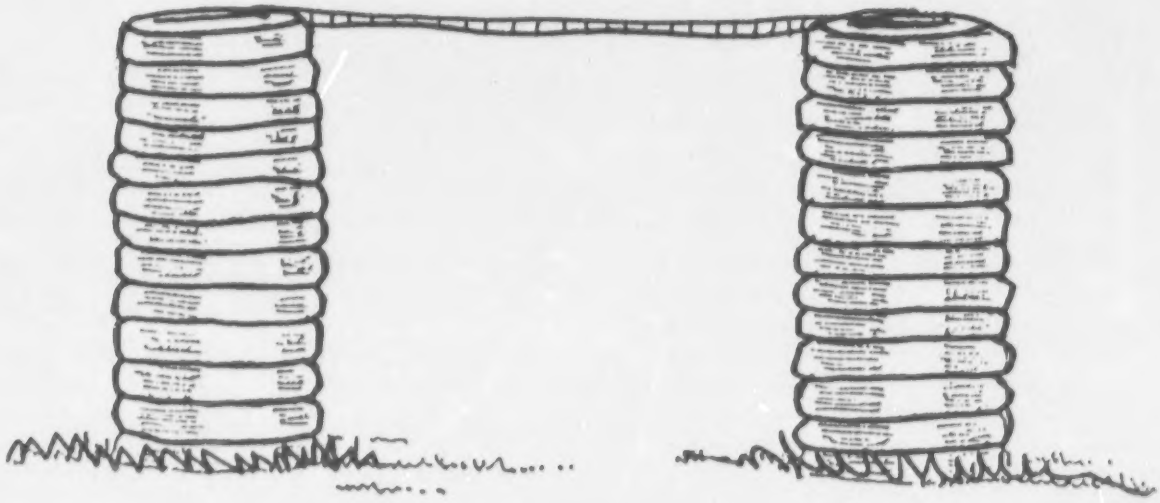
1. Cut out the bottom of the jug.
2. Tape the bottom rim overlapping on both the inside and outside as it is sharp.
3. Ask each child to bring a plastic jug and make his/her own scoop. Write names on them.



PORTABLE GOAL POSTS

MATERIALS: Old car tires (ask dealer to donate)

Stack 40 car tires, 20 on each side as many feet apart as specified in game rules. String a rope across the top of the car tires.



UTILITY STANDARDS
(VOLLEYBALL, SOCCER OR FIELD GAME GOALS)

MATERIALS: 2 - 8' pieces of 2" pipe. Bag of Sacrete
Old tires donated by Tire Companies

Place a piece of cardboard on the bottom of an old tire; fill it with sacrete. While the sacrete is still wet, insert a seven to eight-foot piece of two-inch pipe into the center of the tires. Brace the pipe so it stands straight and let the sacrete set for two days. Drill holes at intervals from the top so that the net may be 4" raised or lowered.

YARN BALLS

MATERIALS: Skein of yarn
4" wide piece of cardboard

Wrap yarn around the width of the four-inch cardboard approximately 20 times. Slip yarn off cardboard; wrap the center of the yarn tightly with twine several times; tie securely. This forms a looped bundle. Continue making looped bundles until the entire skein of yarn is used. Take two looped bundles and tie them together by tightly wrapping the bundles in the center and tying securely. Repeat this last step until all the looped bundles are tied together in two. Take two doubled bundles and tie them together. Continue adding the double-looped bundles to those which have been previously tied together until all the bundles are securely tied together. With scissors cut all the looped ends so that the cut makes two equal lengths of yarn. Shape the yarn into a round ball by clipping the uneven ends.

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2

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FILMS:

FILMS ARE AVAILABLE FROM DUVAL COUNTY SCHOOL BOARD EDUCATION MEDIA CENTER, 31 WARREN STREET.

1. "All The Self There Is" - 13 minute, color. Shows that physical education should be an individualized learning experience aimed at developing a person's own confidence.

2. "Anyone Can" - 27 minutes, color, grades K-6. Demonstrates techniques for directly involving typical children in motor skills which inhance learning and improve self-image.

3. "Baton Twirling" - 10 minutes, color, grades 4-6. Demonstate the techniques of baton twirling.

4. "Beginning Tumbling" - 10 minutes, B/W, grades 4-6. Presents six stunts of the roll progression.

5. "Body Movement" - 24 minutes, color, grades K-3. Focuses on the young child's motor development, motor skills and coordination.

6. "Creative Body Movements" - 11 minutes, color, grades 1-3. Shows how children can express themselves through movement using a perceptual-motor and problem solving approach. (Transportation, boats, planes, trains, etc.)

7. "Developing Range and Understanding of Movement" - 29 minutes, color. Shows teachers how to assist children to develop a conceptual understanding and an effective use of general and limited space.

8. "Innovation in Elementary Physical Education" - 30 minutes, color. Depicts a wide variety of movement activities and equipment designed for use in the K-6 grade program.

9. "Introduction to Dance Aims" - 15 minutes, color, grades 4-6. The film demonstrates that all dance steps are created from the basic locomotor steps: The walk, run, jump, hop, skip, slide, gallop, leap and combination of these which become the traditional steps.

FILMS:

10. "Introduction To Movement Education" - 36 minutes, color. Introduces classroom teachers to the philosophy of Movement Education. Points out that it's compatible with modern concepts of education Demonstrate the three basic elements of Movement Education, and provides useful instructional techniques on safety training.

11. (Let's Play Series) "Join Hands, Let Go" - 8 minutes, color, grades 4-6. A group of children joins hands, skips, and sings a catchy game song.

12. (Let's Play Series) "Choosing Up" - 6 minutes, color, grades 4-6. The children in this film choose up for many different games in many different ways.

13. (Let's Play Series) "Guessing Game" - 7 minutes, color, grades 4-6. This split-screen film shows pantomimists mimicking an action (e.g. pretending to throw a ball).

14. "Movement" - 15 minutes, color. Compares children at play, workers on a job, an athlete in training, and a dancer in motion. Shows how they use similar movements for different activities.

15. "Movement Exploration" - 22 minutes, color, grades 1-6. Describes the concept in action as it deals with various motor skills; Locomotor activities, ball handling, uses of hula hoops, spatial awareness, use for jump ropes.

16. "New Physical Education, The" - Color. The emphasis beginning with physical education in the classroom. Begins with highly skilled performances in various sports and ends with young children in classroom activities.

17. "Parallel Bars: Beginners Exercises Aims" - 12 minutes, color, grades 4-6. Demonstrates proper width adjustment of the bars, how to mount, and such elementary stunts as: support position, basic swinging movements, straddle seat travels, upper arm stands and rolls, etc. All done in normal speed, then in slow motion.

FILMS:

18. "Per Pop Sprinkle - 11 minutes, color, grades 1-3. Provides a series of visual experiences for children to perceive and then to interpret motorically.

19. "Physical Education - Basic Skills" (Unit B - Football, Basketball, Apparatus) - 8 minutes, color, grades 4-6. Single concept approach ...via slow motion, of the basic skills comprising each activity.

20. "Pole Vault" - 11 minutes, B/W, grades 4-6. Basic vaulting principles, running action, grip, selecting the pole-takeoff western and eastern styles, spotting novice training exercises are presented.

21. "Quality of Movement" - 27 minutes, B/W. Visually dramatizes what Movement Education poineer Rudolph Lahan defined as the quality of movement. Makes a distinction between "quality" as generally understood in gymnastics and other sports and the qualities of movement as defined by the originator of Movement Education.

22. "Sensorimotor Training" - 24 minutes, color, grades 1-6. Describes philosophy and training methods for helping pre-school children develop sensory skills and physical coordination. Basic movement skills also.

23. "Softball: Skills and Practice" - 12 1/2 minutes, color, grades 4-6. Illustrates the correct performance of each skill, utilizing normal speed as well as slow-motion photography to give the viewer an opportunity to study each skill in detail. The plays are shown in individual and group action.

24. "Thinking, Moving, Learning" - 30 minutes, color. Shows perceptual-motor and movement activities for K-3 children.

25. "Understanding Space and Directional Movement" - 23 minutes, color. Shows teacher how to assist children in developing effective use of ground and limited space.

26. "Vigorous Activities in Physical Education" - 15 minutes, color, grades 4-5. Illustrates vigorous activities in use in the schools physical fitness program. Made in co-operation with the President's Council on Physical Fitness.

FILMS:

27. "Volleyball for Boys" - 11 minutes, B/W, grades 4-6. Demonstrates how to serve, volley, and spike the ball covering the methods of offensive and defensive play by regular and slow-motion photography. Includes ways of modifying the game to make it suitable for the age and size of the playing group.

28. "Volleyball: Skills and Practice" - 12 minutes, color, grades 4-6. Presents the skills required by the most current rules for the game. Each skill is illustrated at normal speed as in slow motion to give the viewer an opportunity to study it in detail. Each is illustrated in individual and group action.

29. "Why Exercise" (Aims) - 14 minutes, color, grades 4-6. This film does not teach a "program of exercise" but rather conveys the ideas about the values of muscular activity. Demonstrates the types of activities which develop strength, endurance and flexibility.

30. "The World Is One" - 30 minutes, color, grades 4-6. Scenes from the 1964 Winter Olympics in Japan.

31. "Youth Dancers" - 15 minutes, B/W, grades 4-6. Shows girls from ages four through the teens as they progress in developing an increasingly mature technique which can be applied successfully in modern and ethnic dance forms.

BOOKS:

ELEMENTARY PHYSICAL EDUCATION REFERENCE BOOKS ARE AVAILABLE AT PROFESSIONAL LIBRARY #164, 1741 FRANCIS STREET.

372.86 A — Anderson, Marian H., Elliot, Margaret and LaBerge, Jeanne. Play With A Purpose; Elementary School Physical Education.

371.73 A — Andrews, Gladys, Saurborn, Jeannette, and Schneider, Elsa. Physical Education For Today's Boys and Girls.

372.75 B — Bentley, William G. Learning To Move and Moving To Learn.

372.86 B — Boyer, Madeline Maas. The Teaching of Elementary Physical Education: Games and Related Activities.

613.704 B — Bryant, Rosalie, and Oliver, Elosie McLean. Complete Elementary Physical Education Guide.

372.86 B — Bryant, Rosalie, and Oliver, Elosie McLean. Fun and Fitness Through Physical Education.

371.732 B — Bucher, Charles A. and Reade, Evelyn M. Physical Education In The Modern Elementary School.

371.7 C — Clarke, Henry Harrison. Health and Physical Education For The Elementary School Classroom Teachers.

372.86 C — Cochran, Norman A., Wilkinson, Lloyd C., and Furlow, John J. Learning On The Move.

371.9282 C — Cratty, Bryant J. Motor Activity And The Education of Retardates.

372.86 D — Dauer, Victor P., and Pangrazi, Robert P. Dynamic Physical Education For Elementary School Children

372.86 E — Edgren, Harry D. and Gruber, Joseph J. Teacher's Handbook of Indoor and Outdoor Games.

BOOKS

372.86 E — Espenschade, Anna S. Physical Education In the Elementary Schools.

371.732 F — Fait, Hollis F. Physical Education For the Elementary School Child.

372.86 F — Fabricius, Helen. Physical Education For the Classroom Teacher.

372.863 F — Flinchum, Betty M. Motor Development In Early Childhood; A Guide For Movement Education With Ages 2 to 6.

372.37 F — Fraser, Ellen D. The Child and Physical Education.

372.86 F — Frostig, Marianne, in association with Maslow, Phyllis. Movement Education: Theory and Practice.

372.86 G — Gallahye, David L.; Werner, Peter H. and Luedke, George C. A Conceptual Approach To Moving and Learning.

372.86 G — Gilliom, Bonnie Cherp. Basic Movement Education For Children; Rationale and Teaching Units.

371.732 G — Green, Arthur S. Physical Education Activities Book For Primary Grades.

372.86 H — Hagan, Winifred Van, Genevie, Dexter and Williams, Jessie Feiring. Physical Education In the Elementary School.

371.73 H — Halsey, Elizabeth and Porter, Lorena. Physical Education For Children: A Development Program.

152.3 H — Harrow, Anita J. A Taxonomy Of The Psychomotor Domain

BOOKS:

371.9 H Harvat, Robert W. Physical Education For Children With Perceptual-Motor Learning Disabilities.

372.86 H Humphrey, James H. Child Learning Through Elementary School Physical Education.

371.732 J Jones, Edwina, Morgarn, Edna and Stevens, Gladys. Method and Materials In Elementary Physical Education.

372.86 K Mirchner, Glen. Physical Education For Elementary School Children; An Illustrated Program Of Activities For K-6.

372.68 K Kirchner, Glen and Cunningham, Jean, and Warrell, Eileen. Introduction To Movement Education; An Individualized Approach To Teaching Physical Education.

371.732 L LaSalle, Dorothy. Guidance of Children Through Physical Education.

152.334 L Legge, David. Skills: Selected Reading's.

372.86 M Means, Louis E., Applegust, Harry A. Dynamic Movement Experience For Elementary School Children.

371.372 M Miller, Arthur G., and Whitcombs, Virginia. Physical Education In The Elementary School Curriculum.

613.704 M Miller, Arthur G. Cheffers, John T. F., Whitcomb, Virginia.

613.7 M Mosston, Muska . Teaching Physical Education: From Command To Discovery.

613.7 M Mueller, Grover Williams and Christadles, Josephine A Practical Program of Remedial Physical Education

BOOKS:

372.86 N — Nicks, Mel J. Curriculum Manual For Elementary Physical Education.

372.86 P — Porter, Lorena. Movement Education For Children; A New Direction In Elementary School Physical Education.

372.86 R — Rider, Eugene H. A Physical Education Program For Grades 1-6.

372.84 R — Roy, Mary M. Action; A Handbook For Teachers Of Elementary Physical Education Activities.

372.86 S — Schurr, Evelyn L, Movement Experiences For Children: Curriculum and Methods For Elementary School Physical Education.

613.707 S — Singer, Robert N. and Dick, Walter .Teaching Physical Education; A Systems Approach.

613.7 S — Stanley, Shelia. Physical Education: A Movement Orientation.

152.334 S — Stallings, Loretta M. Motor Skills: Development and Learning.

371.732 V — Vannier, Mary Helen. Teaching Physical Education In Elementary Schools.

372.86 W — Winters, Shirley J. Creative Rhythmic Movement For Children Of Elementary School Age.